DOCUMENT RESUME

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IDENTIFIERS	*Project English

ABSTRACT

Information concerning Project English, which is being carried out at 14 universities and 1 State Department of Education through the support of the Office of Education, is provided in summary format. Project English is concerned with the development of English curriculum for Grades K through 12 and with the development of curriculum for Literature, Language, and Composition. The universities at which the project work is being conducted are Carnegie-Mellon, Florida State, Georgia, Hunter College - Gateway English, Indiana, Michigan, Nebraska, Northern Illinois, Northwestern, Ohio State, Oregon, Purdue, Western Reserve - Euclid Junior High School, and Minnesota. The non-university project work is being carried out by the Wisconsin State Department of Public Instruction. The ERIC accession numbers are given for project-developed materials available through the ERIC Document Reproduction Service, and addresses are provided for obtaining other project-developed published materials. (LS)

ED 062324

PROJECT ENGLISH SUMMARIES

March 1970

Prepared by:
Research and Information Services for Education
Bucks-Montgomery Regional Planning Service
Charles F. Haughey
John M. Coulson
Elwood L. Prestwood,
Consultant in English

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Reprinted and Distributed by:
Research and Information Services for Education
117 W. Ridge Pike
Conshohocken, Pennsylvania 19428
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Project Director
In Cooperation with Bureau of Curriculum Development
and Evaluation, Pennsylvania Department of Education,
John L. Kennedy
Director

PROJECT ENGLISH SUMMARIES

Prepared by

RESEARCH AND INFORMATION SERVICES FOR EDUC
AND
BUCKS-MONTGOMERY REGIONAL PLANNING SERVI

The summaries which follow provide information about many of the proj of Education, U. S. Department of Health, Education, and Welfare. Based u available either through their publication or through the ERIC Document Re to give synopses of the content of the various projects so that anyone int secure a quick overview and can, if he wishes, compare one project with an

The summaries should prove useful in helping teachers and curriculum what should be included in their English programs. They should be helpful publications and microfiche made available by the various projects.

To assist in the evaluation of the materials produced by the various available references of judgments made about them. As additional apprais cluded in the summaries.

Charles F. Haughey
Director of Services

John M. Coulson
Associate Director

March 1970
Reprinted December 1970

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John M. Coulson
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ERIC NUMBERS AND ADDRESSES FOR PUBLISHED MATERIALS

CARNEGIE-MELLON UNIVERSITY

5 volumes - A Senior High School Curriculum in English for Able College-Bound Students

United Business Service Co.
1302 Highland Bldg.
Pittsburgh, Pa. 15206

Summary Report ED 011966*
Textbooks published by Noble and Noble

FLORIDA STATE UNIVERSITY

ED 020934

UNIVERSITY OF GEORGIA

ED 026366 and ED 026367

HUNTER COLLEGE - GATEWAY ENGLISH

ED 003081, ED 015203
Textbooks published by Macmillan

INDIANA UNIVERSITY

ED 014493, ED 015199, ED 018434, ED 018433, ED 018432, ED 013804
Books available:

Indiana University Press
10th and Morton Streets
Bloomington, Indiana 47401

Teaching Literature in Grades Seven Through Nine
Teaching Literature in Grades Ten Through Twelve
Two Approaches to Teaching Syntax
What Is Language?

UNIVERSITY OF MICHIGAN

ED 010424, ED 016673

Fader, David, and Elton B. McNeil, Hooked on Books: Program and Proof
Paperback,

Berkeley Medallion Book
New York

UNIVERSITY OF MINNESOTA

ED 027315, ED 020930, ED 027317-027326

* ERIC microfiche number

UNIVERSITY OF NEBRASKA

ED 013806-013828, ED 019134, ED 020158

Elementary school materials available from:

University of Nebraska Press
215 Nebraska Hall
Lincoln, Nebraska 68508

Secondary school materials available from:

Nebraska Curriculum Development Center
231 Andrews Hall
The University of Nebraska
Lincoln, Nebraska 68508

NORTHERN ILLINOIS UNIVERSITY

ED 015173, ED 019258-019260

NORTHWESTERN UNIVERSITY

ED 016641-016645

OHIO STATE UNIVERSITY

ED 001241, ED 018424

UNIVERSITY OF OREGON

ED 010130-010160, ED 010803-010832, ED 015922-015944, ED 015895-015920

Textbooks for grades 7 and 8 available from:

Holt, Rinehart, and Winston, Inc.

PURDUE UNIVERSITY

ED 017486

Final report available from:

Mr. Floyd D. Frazier
University Editor's Office
Bldg. D
South Campus Courts
Purdue University
Lafayette, Indiana

Information about the units:

Mr. R. L. Davis
Associate Director
Divison of Sponsored Programs
Purdue Research Foundation
Lafayette, Indiana 47907

WESTERN RESERVE UNIVERSITY - EUCLID JUNIOR HIGH SCHOOL

ED 016877, ED 017490-017497

Materials available from:

Project Upgrade
P.O. Drawer 771
Aiken, South Carolina 29801

WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION

ED 018410, ED 017485, ED 025524

Published materials available from:

Department of Public Instruction
State of Wisconsin
Madison, Wisconsin

All materials available at the time of the preparation of the summaries the following projects:

Project	Curriculum for			
	Grades 1-6	Grades 7-9	Grades 10-12	Litera
Carnegie-Mellon University			x	x
Florida State University		x		x
University of Georgia	Kng - 6			
Hunter College - Gateway English		x		x
Indiana University		x	x	x
University of Michigan		x		x
University of Nebraska	x	x	x	x
Northern Illinois University			Grades 11-12	
Northwestern University		x	x	
Ohio State University			Grades 9-10	
University of Oregon		x	x	x
Purdue University		Grade 7		x
Western Reserve University - Euclid Junior High School		x		x
Wisconsin State Department of Public Instruction	Kng - 6	x	x	x
University of Minnesota		x	x	

* First number identifies the project as listed in the summaries

le at the time of the preparation of the summaries are included in the resumés of

	Curriculum for			Curriculum			Summary
	Grades 1-6	Grades 7-9	Grades 10-12	Literature	Language	Composition	Pages*
y			x	x	x	x	1-pp. 1-9
		x		x	x	x	2-pp. 1-8
	Kng - 6					x	3-pp. 1-21
English		x		x		x	4-p. 1
		x	x	x	x	x	5-pp. 1-8
		x		x		x	6-pp. 1-2
	x	x	x	x	x	x	7-pp. 1-30
ity			Grades 11-12		x		8-p. 1
		x	x			x	9-pp. 1-5
			Grades 9-10		x		10-pp. 1-3
		x	x	x	x	x	11-pp. 1-17
		Grade 7		x	x	x	12-p. 1
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t	Kng - 6	x	x	x	x	x	14-pp. 1-12
		x	x		x		15-pp. 1-9

es the project as listed in the summaries

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

Unit: "Introductory"
de Maupassant, "Old Milon"*
Yutang, "The Stranger's Note"*
Hussein, "The Stream of Days"*
Chekhov, "The Bet"*

Unit 1: "Social Concerns"
Dickens, A Tale of Two Cities
Turgenev, "Biryuk"*
Akutagawa, "Rashomon"
Yutang, "Chastity"
Po Chu-i, "Golden Bells,"* "Remembering Golden Bells,"* "The Prisoner"*
Tagore, "My Lord, the Baby"*
Nicol, "Return: Two Poems"*
Abrahams, "Tell Freedom"*
Ibsen, An Enemy of the People*
Motokiyo, "The Dwarf Trees"*
Remarque, All Quiet on the Western Front*
Thomas, A Child's Christmas in Wales

Unit 2: "Love"
Sierra, The Cradle Song
de Maupassant, "Love: Three Pages from a Sportsman's Book"*
Yutang, "Chienniang"*
Strindberg, "Half a Sheet of Paper"
France, "Our Lady's Juggler"*
Bible: "Book of Ruth,"* Selected Psalms,* Chapter 13, "I Corinthians"*
Tagore, "Hymn of Love to God,"* "Taj Mahal"*
Franz, "Song of Praise to the Creator"*
Merimee, Carmen*
Rostand, Cyrano de Bergerac*

LANGUAGE

Unit: "Form Classes"
Nouns, verbs, adjectives, adverbs

Unit: "Structure Signal Words"
Articles, demonstrative adjectives, prepositions, intensifying adverb

Unit: "Sentence Patterns"
Structural grammar 5 basic patterns: S-V, S-Vp, S-LV-Pa, S-VL-Pn, S-Va-O

Unit: "Modification"
Words, phrases, clauses used as modifiers in the five basic sentence patterns

Unit: "Variation"
Infinitives and gerunds as nouns (Class I)

Unit: "Variation"
Noun clauses functioning as Class I

Unit: "Compounding"
Compound structural units of sentences, compound sentence patterns

Unit: "Variation"
Characteristics of verbs: inflection, tense forms, strong and weak verbs, transitive and intransitive, voice

* Included in Insight: The Experience of Literature, Noble and Noble

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GRADE 10

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LANGUAGE

Unit: "Form Classes"
Nouns, verbs, adjectives, adverbs

Unit: "Structure Signal Words"
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Characteristics of verbs: inflection, tense forms, strong and weak verbs, transitive and intransitive, voice

COMPOSITION

Unit: Topic: What is one of the most important qualities of Old Milon's character? Defend your choice with details from the story.

Unit 1: What is one of the most important qualities of Madame Defarge's (or Lucie's or Darnay's) character?

Write a paragraph in which you use the following as your topic sentence: "Life as described in 'Tell Freedom' is physically hard."

How did his social environment--Paul or Dr. Stockmann--become disillusioned?

Using specific details, write a paper on one aspect of a holiday scene.

Unit 2: Compare the love of Ruth for Naomi with the love of Sister Joanna for Teresa.
Compare the love of Cyrano with that of Don José for Carmen.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE LANGUAGE

Unit 3: "Reality and Illusion"
Pirandello, "War,"/ "A Character in Distress"/
Inber, "Maya"/
Akutagawa, "In a Grove"
Lagerlof, The General's Ring/

Unit 4: "Heroism"
Homer, The Iliad*
Bible: "Exodus,"* "Deuteronomy"*
Beowulf
The Song of Roland*
The Cid*
Shakespeare, Julius Caesar*
Plutarch's Lives (Caesar, Brutus)
Tolstoy, "Mateo Falcone,"
Master and Mann*

Unit 5: "Human Weakness"
de Balzac, "Christ in Flanders"/
Pushkin, "The Queen of Spades"/
de Maupassant, "A Coup D'Etat,"/
"My Uncle Jules,"/ "A Piece of String"
Moliere, The Miser/
Tolstoy, "How Much Land Does a Man Need?"/

* Included in Insight: The Experience of Literature, Noble and Noble
/ In Human Weakness/Reality and Illusion, Noble and Noble

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LANGUAGE

COMPOSITION

Unit 3: How did the ring influence one of the characters in The General's Ring?

Unit 4: Richards says in his Introduction (p. 7) that the characters in The Iliad are more than life size. Choose one character ftom the book and show that this is true of him.

Compare two heroes, for instance Achilles and the Cid.

Contrast the kind of appeal used by Brutus to justify the murder of Caesar with the kind of appeal used by Anthony to condemn the murderers of Caesar

Assuming that Andreevich is a hero, compare his kind of heroism with that of Moses, Hector, Achilles, Beowulf, Roland, the Cid, Caesar, or Brutus.

Unit 5: Is the trait of miserliness so exaggerated in Harpagon that we lose belief in the reality of his character? Explain.

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lusion, Noble and Noble

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Bjornson, "The Father"
Nichol, "As the Night, the Day"

Unit 6: "The Search for Wisdom:
Lager of, "The Story of a Story"
Legod, "Sotho Boyhood"
Seboni, "Rammone Returns to the Kalahari"
Schweitzer, *Memories of Childhood and Youth*
de Saint-Expuery, *Wind, Sand and Stars*
Camus, "The Plague"
Chu-i, "Chu-ch' en Village," "Watching the Reapers," "Passing T'ien-men Street"
Selections of Haiku poetry
Rabearivelo, "Flute Players"
Bible: "Ecclesiastes," "The Parables of Jesus"
Tolstoy, "What Men Live By"
Plato, *The Apology of Socrates*, *The Death of Socrates*

LANGUAGE

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COMPOSITION

Unit 6: Find and illustrate three concepts on which Schweitzer and Saint Expuery agree.

Choose a character from The Plague and show how he seems to be undergoing a search for wisdom.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

Unit 1: "The American Puritan Attitude"
Miller, *The Crucible**
Hawthorne, *The Scarlet Letter*,*
"Young Goodman Brown"*
Mather, "Observations of a Bewitched Child,"* "The Arrow Against Profane and Promiscuous Dancing"*
Ward, "The Simple Cobbler of Aggawam"*
Shephard, "Thomas Shepard's Autobiography"*
Rowlandson, "A Narrative of Captivity"*
Wigglesworth, "The Day of Doom"
Wharton, *Ethan Frome*
Robinson, "New England"*

Unit 2: "The American Desire for Success"
Franklin, *The Autobiography* (Selections)
Howells, *The Rise of Silas Lapham*
Miller, *All My Sons*
Fitzgerald, *The Great Gatsby*

Unit 3: "The American Idealism"
Emerson, "The American Scholar,"*
"Self-Reliance," "Days"*
Thoreau, *Walden**
Bryant, "To a Waterfowl,"*
"Thanatopsis"
Holmes, "The Chambered Nautilus"*
Longfellow, "Nature"*
Lincoln, "The Gettysburg Address,"*
"Second Inaugural Address"*
Whitman, "Song of Myself"*
Cather, *O Pioneers*
Dickinson, *Poems**
Millay, "Love Is Not All,"*

LANGUAGE

Unit: "Language and Culture"

Unit: "Definition of Language"
Use of nonsense materials t
illustrate endings, signal
importance of position
Review of basic sentence patterns
Intonational patterns
Non-linguistic symbols

Unit: "Dictionaries and Definitio
Contrast and comparison of
Second and *Third Internati*
Dictionaries
Usage notes in the two dict
Kinds of definitions
Status and functional label

Unit: "What Is Meaning?"
Importance of context
Denotation and connotation
Metaphors
Figurative language

Unit: "Levels of Usage"

Unit: "Dialect"

* Included in *Insight: American Literature,* Noble and Noble

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LANGUAGE

Unit: "Language and Culture"

Unit: "Definition of Language"
Use of nonsense materials to illustrate endings, signal words, importance of position
Review of basic sentence patterns
Intonational patterns
Non-linguistic symbols

Unit: "Dictionaries and Definitions"
Contrast and comparison of Webster's Second and Third International Dictionaries
Usage notes in the two dictionaries
Kinds of definitions
Status and functional labels

Unit: "What Is Meaning?"
Importance of context
Denotation and connotation
Metaphors
Figurative language

Unit: "Levels of Usage"

Unit: "Dialect"

COMPOSITION

Assignments

Unit 1: Explain relationship between Abigail's actions and the Puritan belief in witchcraft
Compare the integrity of Dimmesdale and Frome.
Develop plan for attending a certain type of college or a specific college.

Unit 2: Discuss a similarity and a difference between the business ethics of Lapham and those of Keller.
How do you interpret the word Great in The Great Gatsby?

Unit 3: Show why you agree or disagree with a quotation you choose from Emerson or Thoreau.
In what way does Alexandra's character exemplify American idealism?
Discuss one aspect of American idealism as developed in three literary works studied this year.

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CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Sandburg, "Chicago,"* "The People Will Life On,"* "Skyscraper"*
Frost, "Mending Wall,"* "Two Tramps in Mud Time,"* "Stopping by Woods on a Snowy Evening,"* "The Tuft of Flowers"*
cummings, "all ignorance toboggans into know, "* "what if a much of a which of a wind"*
Wilder, Our Town*

Unit 4: "The American Darker Spirit"
Poe, "The Fall of the House of Usher," "The Masque of the Red Death," "The Cask of Amontillado," "The Raven," "Annabel Lee," "To Helen," "Ulalume"
Bierce, "The Boarded Window"
Jackson, "The Lottery"
Faulkner, "Wash"
Steinbeck, "Flight"
O'Neill, The Emperor Jones
Melville, Moby Dick
Jeffers, "Margrave"
Williams, The Glass Menagerie

Unit 5: "The American Social Conscience"
Sinclair, The Jungle
Twain, The Adventures of Huckleberry Finn
Anderson, Winterset
Markham, "The Man with the Hoe"*
Mac Leish, "The End of the World"*
Lindsay, "Factory Windows"*
cummings, "next to of course god

* Included in Insight: American Literature, Noble and Noble

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LANGUAGE

COMPOSITION

Unit 4: In what ways are Wash and Emperor Jones victims of society?
Choose a major character from Moby Dick and compare the conflict he faces with a conflict experienced by a person in real life.
Discuss the meanings of two symbols from Tom's last speech in The Glass Menagerie.
Write a short autobiographical sketch of approximately 350 words which might be used on a college application.

Unit 5: Choose three of Huck's conflicts and show how his resolution of them reveals his character.
Show how Babbitt's handling of one of his conflicts reveals his character.
Show how three works of literature in Unit 5 are critical of one aspect of American life.

LITERATURE		LANGUAGE
	america i,"* "pity this busy monster, manunkind"* Lewis, Babbitt	
Unit 6:	"The Modern American Quest for Identity" O'Neill, The Hairy Ape Crane, The Red Badge of Courage Whitehill, "The Day of the Last Rock Fight" Calisher,"In Greenwich There Are Many Gravelled Walks" Rooney, "Cyclists' Raid" Wolfe, "The Four Lost Men" Fitzgerald, "The Rich Boy" Frost, "Birches," "The Road Not Taken," "To Earthward" Faulkner, The Unvanquished	

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* Included in Insight: English Literature, Noble and Noble

LANGUAGE

COMPOSITION

Unit 6: Compare the reaction of Yank to Mildred with that of Henry to the Tattered Soldier.
Show how one character studied found a positive answer to his quest for identity.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

Unit 1: "The Tale"
Boccaccio, The Decameron (Selections)
Sir Gawain and the Green Knight
Chaucer, The Canterburry Tales ("The Prologue,"* "Wife of Bath's Prologue and Tale,"* "Clerk's Prologue, Tale and Envoy," "Franklin's Prologue and Tale," "The Pardoner's Prologue and Tale"*
Byron, "The Prisoner of Chillon"
Conrad, The Secret Sharer*
Maugham (ed.), "Introduction," Tellers of Tales

Unit 2: "Tragedy"
Sophocles, King Oedipus*
Shakespeare, Macbeth*
Bronte, Wuthering Heights*
Bradley, "The Substance of Shakespearean Tragedy"

Unit 3: "Lyric Poetry I"
Suckling, "Out Upon It"*
Shakespeare, "Let Me Not to the Marriage,"* "That Time of Year Thou Mayst in Me Behold,"* "Fear No More,"* "My Mistress' Eyes,"* "When in Disgrace"*
Milton, "On His Blindness"*
Drayton, "Since There's No Help"
Marvell, "To His Coy Mistress"*
Donne, "A Valediction: Forbidden Mourning,"* "Death, Be Not Proud"
Jonson, "Song to Celia"

LANGUAGE

Unit: "Middle English"
Nelson Francis, The History
English and The English Lan
an Introduction
Comparative language charts
Anglo-Saxon and French contr
tions to English vocabulary

Unit: "Old English"
Some problems in translatin
English to Modern English
Old English characteristics
Modern English

Unit: "Modern English"
Borrowing new words
Manufacturing new words
Changes in meanings

Unit: "Rhetoric in Definition"
Characteristics of Play and

Unit: "The Audience"
Audiences addressed by adver

Unit: "The Rhetoric of Fiction"
Variety of passages illustra
the art of rhetoric - "cons
accomplishing a specific pu
in writing"
Effects of writing on reader

Unit: "The Rhetoric of Exposition"
Effects which a piece of exp
tory writing can have upon
reader

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* Included in Insight: English Literature, Noble and Noble

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GRADE 12

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LANGUAGE

Unit: "Middle English"
Nelson Francis, The History of English and The English Language, an Introduction
Comparative language charts
Anglo-Saxon and French contributions to English vocabulary

Unit: "Old English"
Some problems in translating Old English to Modern English
Old English characteristics in Modern English

Unit: "Modern English"
Borrowing new words
Manufacturing new words
Changes in meanings

Unit: "Rhetoric in Definition"
Characteristics of Play and Novel

Unit: "The Audience"
Audiences addressed by advertisers

Unit: "The Rhetoric of Fiction"
Variety of passages illustrating the art of rhetoric - "consciously accomplishing a specific purpose in writing"
Effects of writing on reader

Unit: "The Rhetoric of Exposition"
Effects which a piece of expository writing can have upon a reader

COMPOSITION

Unit 1: Review topic sentence, subtopic, specific details
Topic: Write a concise, well-organized paragraph on one of the main characteristics of the Wife of Bath.
Topic: Contrast the kind of person the Captain is at the beginning of the story with the kind of person he is at the end of the story.

Unit 2: Several themes suggested dealing with Oedipus and Jocasta.
Topic: Who do you believe is more guilty, Macbeth or Lady Macbeth?
Topic: A generalization about tragedy applied to one of the readings.

Unit 3: Contrast the tone of "Song to Celia" with that of "My Mistress' Eyes."
State the theme of "Go, Lovely Rose" and show how the imagery Waller has chosen helps to support the main idea of the poem.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Unit 4: "The Epic"
Beowulf*
Milton, Paradise Lost*

Unit 5: "Satire"
Shaw, Arms and the Man
Swift, Gulliver's Travels
Byron, Don Juan, Canto I
Sutherland, "The Nature of Satire" from English Satire

Unit 6: "Lyric Poetry II"
Hardy, "Ah, Are You Digging on My Grave?,"* "Neutral Tones"*
Keats, "La Belle Dame Sans Merci,"* "Ode on a Grecian Urn"*
Browning, "My Last Duchess"*
Tennyson, "Ulysses"*
Eliot, "Journey to the Magi"*
Blake, "The Lamb,"* "The Tiger"*
Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey,"* "The World is Too Much with Us"*
Shelley, "Ode to the West Wind,"* "Ozymandias"*
Hopkins, "I Wake and Feel the Fell of Dark"*

Unit 7: "The Novel"
Dickens, Great Expectations
Hardy, Far From the Madding Crowd

* Included in Insight: English Literature, Noble and Noble

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COMPOSITION

Unit 4: Discuss for someone who has not read the first two books of Paradise Lost two characteristics of Satan as portrayed by Milton. Judging by Milton's portrayals of Adam and Eve, discuss his apparent convictions about the differences in character between man and woman.

Unit 5: Choose one book of Gulliver's Travels and show how you consider it relevant to our society today.

Unit 6: Point out two or three characteristics of the dramatic monologue, illustrating them by reference to three poems.
Discuss "Ozymandias" or "The World Is Too Much With Us" in terms of idea, content, imagery, and tone.

Unit 7: How do the departures from realism in a Victorian novel contribute posi-

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Cecil, "As They Look to the Reader"
from Early Victorian Novelists
Cary, The Horse's Mouth
Greene, The Heart of the Matter

Unit 8: "Social Drama"
Barrie, The Admirable Crichton
Eliot, The Cocktail Party
Shaw, Man and Superman

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* Included in Insight: English Literature, Noble and Noble

LANGUAGE

r''

COMPOSITION

tively to its effect?
Regardless of your view of Gulley, show how Cary leads you to an understanding of his character.
Compare the technique of character presentation in one Victorian and one modern novel.

Unit 8: Discuss the nature of one element in The Cocktail Party and show its relationship to a central theme of the play.
For the benefit of a student who will be taking this course next year, discuss two or three works which have been the most meaningful to you.

. Noble and Noble

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

"The Development and Testing of Approaches to the Teaching of English in the Junior H

Six junior high schools (two normal sized seventh grade classes in each) from four ur
Florida 1964-1967.

3 CURRICULUM APPROACHES STUDIED:

Tri-Component Approach
Thematic Literature-Centered Approach
Cognitive Processes Approach

TESTS USED IN EVALUATION OF RESULTS

Objective Instruments

(1) The Sentence Relationship Test by Ray O'Donnell of Florida State University
words in sentences with nonsense words substituted for nouns, verbs, adjecti
sentences: predication, complementation, coordination, modification, cross-

(2) Poetry Reading Test (4-option multiple-response demonstrating basic reading
vocabulary, interpretational abilities, forms of judgment)

(3) Short Story Reading Test (similar to Poetry Reading Test)

(4) Language Concepts Test (language concepts other than those associated with g

(5) Sentence Combining Test (expansion of short sentences into longer ones)

Subjective Instruments

(1) Writing Problem #1 (argumentative composition requiring voicing and supporti
of about 150 words)

(2) Writing Problem #2 (expository of a personal account of the implications of

(3) Free Response to Short Story (John O'Hara's "Do You Like It Here?" One hour

(4) Free Response to Poetry (Fred Lape's "From This the Strength")

The Semantic Differential (in attitude index using bi-polar adjectives separated by a

DY CENTER PROJECT ENGLISH (GRADES 7-9)

hes to the Teaching of English in the Junior High School"

ed seventh grade classes in each) from four urban population centers in

ach

by Ray O'Donnell of Florida State University (Structure relationship of
se words substituted for nouns, verbs, adjectives, adverbs in option
ementation, coordination, modification, cross-reference)

multiple-response demonstrating basic reading comprehension, limited technical
bilities, forms of judgment)

ilar to Poetry Reading Test)

ge concepts other than those associated with grammatical systems)

sion of short sentences into longer ones)

ive composition requiring voicing and supporting a specific kind of "protest"

of a personal account of the implications of a term like "Mod.")

John O'Hara's "Do You Like It Here?" One hour time limit)

Lape's "From This the Strength")

index using bi-polar adjectives separated by a graphic rating scale)

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Rating of compositions on Paul Diederich's evaluation form: ideas, organization, tuation, spelling, handwriting (10-point scale).

CONCLUSIONS

(1) Some sort of organized approach to teaching English in the junior high i

(2) A carefully structured curriculum does not of itself guarantee effective

(3) Teacher behavior (attitudes and awareness which a teacher brings to the has a critical effect on student performance.

evaluation form: ideas, organization, working, flavor, usage, punc-
ale).

teaching English in the junior high is of importance.

does not of itself guarantee effective student performance.

areness which a teacher brings to the student and subject matter)
erformance.

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

The Tri-Component Approach

LITERATURE	LANGUAGE	
Myth, legend, and folklore* Introduction to modern imaginative forms of literature	Semantics* Lexicography Morphology and syntax	Micro-
The novel--symbolism in fiction The short story--plot development Narrative poetry One-act play	Morphology and syntax Modern forms of oral communication	Micro- Modern
Satire Drama Comedy The classical tragedy--Antigone Lyric poetry	Grammar of transformed sentences Semantics	Rhetor tion, tone, Oral

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* Materials to be published by Silver Burdett

UM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

(3)

	LANGUAGE	COMPOSITION
GRADE 7	Semantics* Lexicography Morphology and syntax	Micro-rhetoric*
GRADE 8	Morphology and syntax Modern forms of oral communication	Micro-rhetoric Modern forms of oral communication
GRADE 9	Grammar of transformed sentences Semantics	Rhetoric and composition: Invention, ordering, strategy (voice, tone, and attitude) Oral persuasion

ilver Burdett

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Thematic Literature-Centered Approach

LITERATURE

The Unknown*
  Qualities of Folk Heroes

Frontiers and Horizons
  Far Away Places

Decisions
  Courage

Teamwork
  Team Leaders

Man in Action
  Man and Nature

Relationships
  Adolescents We Learn About

The Unknown*
  Deeds and Qualities of Men and Myth

Frontiers and Horizons
  The Village

Decisions
  Responsibility

Teamwork
  The Family

* Materials to be published by Silver Burdett

STUDY CENTER PROJECT ENGLISH (GRADES 7-9) (4)

h

GRADE 7

GRADE 8

r Burdett

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Man in Action
 Man Among Enemies

Relationships
 Close Adolescent Relationships

The Unknown*
 Concern for the Unexplained

Frontiers and Horizons
 Frontiers in Space

Decisions
 Justice

Teamwork
 The Team and the Individual

Man in Action
 Man Alone

Relationships
 Mirrors (relations with self)

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* Materials to be published by Silver Burdett

TUDY CENTER PROJECT ENGLISH (GRADES 7-9) (5)

GRADE 9

Burdett

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Cognitive Process Approach

Phase I

Structure and small units of meaning in language, literature, and compositi characterization. Activities progressed from work in sentence and word str ture. Methods for determining nouns.

Phase II

Small units of meaning. Importance of context.

Phase III

"The logic of classes and relationships"=organization. Shane by Schaefer

Phase IV

Problem-solving unit. Integrations of skills, subject matter, and percepti reasoning. Problems of early adolescence.

Phase I

Positions of the word-class. Linguistic terminology. Operations in the re development in the short story. Chronological development in narrative. S from general to specific in description. Details and examples and illustra paragraphs.

Phase II

Meaning through syntax. Interpretation and recognition of theme in literat figurative language, sensory words, connotations. Language as metaphor. P parison-contrast, cause and effect.

Phase III

Principle of relationship of structure and meaning. Linguistic and semanti by Annixter.

GRADE 7

meaning in language, literature, and composition. Literature: plot, setting,
progressed from work in sentence and word structure to structure in litera-
g nouns.

rtance of context.

ationships"=organization. Shane by Schaefer

ations of skills, subject matter, and perception. Introduction to hypothetical
adolescence.

GRADE 8

Linguistic terminology. Operations in the reading of prose (essay). Inference
y. Chronological development in narrative. Spatial order and development
escription. Details and examples and illustrations in building expository

rpretation and recognition of theme in literature. Emotional aspects of language,
words, connotations. Language as metaphor. Patterns of time sequence, com-
ffect.

structure and meaning. Linguistic and semantic nature of language. Sunflower

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7

Phase IV

Various literarcy types and mass media demonstrating man's experiences.
by Lawrence.

Emphasis on awareness of the kinds of relational patterns which enable stud

Units:

I. Perceiving Relationships
II. Short Story
III. Poetry
IV. Perceiving Relationships
V. Language: Sentence Relationships
VI. Man and the World of Nature
VII. Man and Man
VIII. Man and Duty
IX. Man and Self
X. Perceiving Relationships
XI. The Romantic Mode
XII. The Comic Mode
XIII. The Tragic Mode
XIV. The Ironic Mode

CULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9) (7)

d mass media demonstrating man's experiences. "The Rocking-Horse Winner,"

GRADE 9

inds of relational patterns which enable students to hypothesize meaning.

ps

ps
elationships
ature

ps

Florida State University Study Center Project English (Grades 7-9)

Appraisals:

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 1967:

"Seems to find his (Jean Piaget's) work and ideas provocative ... only one Cen
a systematized evaluation ... three patterns of organization are being systematicall
one. Furthermore, Florida is using the material produced elsewhere to see whether
different context ... Florida finds that junior high school students are still rath
beings, much more able to cope with the content of a piece of literature than with
seriously grappling with the Brunerian idea of the 'inner structure of the discipli
Florida concludes that the idea is too foggy to be of much help in structuring a co

Project English (Grades 7-9)

of Iowa, in English Journal, October, 1967:

et's) work and ideas provocative ... only one Center, Florida, that has attempted
e patterns of organization are being systematically tested rather than the usual
g the material produced elsewhere to see whether experiences are replicated in a
s that junior high school students are still rather naive and half-formed human
h the content of a piece of literature than with its formalistic aspects. After
rian idea of the 'inner structure of the discipline' and the spiral curriculum,
too foggy to be of much help in structuring a course of study."

University of Georgia English Curriculum Study Center (Grades K-6)

A Curriculum in Written Composition

Guides for teaching including a statement of objectives, content for each composing, and graded materials for teaching specifics that are related to grov curriculum is a spiral. Specific learning experiences are suggested for the de unit.

Unit: "Structuring a Composition"

To value personal verbal contributions to the activities of the class and
To become aware of sequence of events in narration
To recognize purpose in conversation

Unit: "Paragraph Development"

To perceive an incident as a unit
To relate an incident or familiar story in more than one sentence
To recognize sequence of events

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters (For Kng. and Grade 1)

To develop an understanding of the various purposes of personal letters
To use the friendly letter as an opportunity for imaginative writing
To use the personal letter as a social courtesy
To develop skill in using conventional letter writing form

Formal Correspondence: Business Letters

To understand that people can communicate across distance by writing lette
To realize that some letters come and go to people he knows

Unit: "Stories and Plays"

To become aware of the importance of the sequence of events in stories
To become aware of the relationship between time and mood in stories
To associate place with events in stories
To describe people through language and through role-playing

urriculum Study Center (Grades K-6) Kng.

tion

ing a statement of objectives, content for each grade, illustrative experiences in
for teaching specifics that are related to growth of competency in writing. The
ic learning experiences are suggested for the development of each objective of each

on"

ontributions to the activities of the class and to play groups
e of events in narration
nversation

a unit
amiliar story in more than one sentence
vents

e Content of a Composition"

. and Grade 1)

g of the various purposes of personal letters
as an opportunity for imaginative writing
as a social courtesy
conventional letter writing form

siness Letters

can communicate across distance by writing letters
rs come and go to people he knows

ortance of the sequence of events in stories
ationship between time and mood in stories
ents in stories
language and through role-playing

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Poetry as a Writing Form" (For Kng. and Grade 1)

To enjoy hearing poetry read
To identify simple rhythm in poetry
To express ideas in vivid language
To participate in choral reading of poetry
To contribute to group writing of poetry

Unit: "Factual Reporting"

To distinguish between factual and imaginative representations
To develop the ability to report facts in chronological order

Unit: "The Development of Vocabulary"

Definition (For Kng. and Grade 1)

To understand that words have meanings that can be told to others
To define by dramatization and illustrations accompanied by verba
To categorize familiar words according to meaning
To recognize that figurative language enhances meaning

Figurative Language (For Kng. and Grade 1)

To increase listening skills
To interpret effective comparisons
To develop skill in verbal description
To recognize some types of personification in literature

Dictionary

To show that a word stands for something
To show that a dictionary contains information about words

Unit: "History of the English Language" (For Kng. and Grade 1)

To understand that names or words are arbitrary sounds which have been
To understand that words may denote action
To understand that language is changed

rriculum Study Center (Grades K-6)

n" (For Kng. and Grade 1)

ad
n poetry
anguage
eading of poetry
ing of poetry

ual and imaginative representations
eport facts in chronological order

ulary"

ade 1)

ds have meanings that can be told to others
tion and illustrations accompanied by verbal explanations
words according to meaning
rative language enhances meaning

g. and Grade 1)

skills
comparisons
rbal description
s of personification in literature

ands for something
ary contains information about words

anguage" (For Kng. and Grade 1)

words are arbitrary sounds which have been agreed upon to symbolize things
y denote action
is changed

University of Georgia English Curriculum Study Center (Grades K - 6)

Unit: "Language: Structure and Usage"

Morphology

To differentiate by use of context clues, designations of present
To understand the difference in word meaning when the prefix *un* is

The English Sentence

To make statements that describe

Usage and Dialect (Kng. and Grade 1)

To develop awareness of variations in usage
To recognize usages different from his own
To understand that some habits of usage are not acceptable as stan
To choose language in terms of audience and situation

age"

f context clues, designations of present and past time
nce in word meaning when the prefix un is added to an action word (verb)

escribe

ade 1)

ariations in usage
rent from his own
abits of usage are not acceptable as standard
rms of audience and situation

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To become aware of the value of his own background of experience as a
To expand his experiences through exploration of his environment
To recognize that purpose for communication affects choice of content
To develop ability to maintain appropriate sequence of events in narra
To write short compositions independently

Unit: "Paragraph Development"

To experience the use of written language as a record of his own oral
To recognize the division into units in written language, the signals
to the units of meaning in his oral expression
To recognize the form of a paragraph and associate it with the word pa
To employ written composition for a variety of purposes, especially i

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

(See unit under Kng.)

Formal Correspondence: Business Letters

To understand that he can receive and send letters to someone unk
involving his wanting something
To recognize that formal writing is used in business writing
To recognize what is included on the envelope and why it is used

Unit: "Stories and Plays"

To become aware of the importance of sequence of events in stories
To become aware of the relationship between time and mood in stories
To associate place with events in stories
To be able to describe people through language and through role playin

Unit: "Poetry as a Writing Form"

(See content under Kng.)

own background of experience as a source of content for writing
xploration of his environment
unication affects choice of content
opriate sequence of events in narration
ndently

nguage as a record of his own oral expression
s in written language, the signals that divide the units, and their correspondence
ral expression
h and associate it with the word paragraph
variety of purposes, especially in his dictation as the teacher writes

of a Composition"

tters

ive and send letters to someone unknown to him for special reasons, usually
thing
ng is used in business writing
on the envelope and why it is used

f sequence of events in stories
between time and mood in stories
tories
gh language and through role playing

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Factual Reporting"

To extend ability to distinguish between fact and fantasy
To prepare factual reports, oral and written, of his own experiences
To observe for the purpose of reporting facts
To decide what to include or omit in a report according to the purpo

Unit: "The Development of Vocabulary"

Definition

(See content under Kng.)

Figurative Language

(See content under Kng.)

Dictionary

To locate and use words from a picture dictionary or word cards
To identify antonyms
To identify synonyms
To learn the names of letters in the alphabet

Unit: "History of the English Language"

(See content under Kng.)

Unit: "Language: Structure & Usage"

Morphology

To understand the meaning of the phrase *more than one*, the mean
 the noun inflection - *s*
To understand the meaning of the term *past tense* and the meanin
To recognize the noun inflection - *s* and the verb inflection -

The English Sentence

To understand and use the term *sentence* and to identify simple
To differentiate between question and statement by noticing wo
To combine short sentences into single sentences
To extend sentences

een fact and fantasy
written, of his own experiences
ng facts
a report according to the purpose for writing

icture dictionary or word cards

the alphabet

phrase more than one, the meaning of the term plural, and the function of

term past tense and the meaning of the verb inflection - ed
- s and the verb inflection - ed in pupil's own writing

entence and to identify simple sentences
n and statement by noticing word order and the "tone" of the language
single sentences

University of Georgia English Curriculum Study Center (Grades K-6)

Image and Dialect

(See unit under Kng.)

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To extend experiences through participation, observation and reading
To recognize the relation between purpose and choice of content of composi
To increase ability to express ideas
To organize material into suitable units of expression

Unit: "Paragraph Development"

To employ written composition for a variety of purposes
To use sentence and paragraph units in his writing and to employ signals t
To refer to his meaning as the basis of division of written material into

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

To evaluate one's performance in letter writing
To understand terminology used in reference to the components of pers
To enjoy the letters of famous people

Formal Correspondence: Business Letters

To understand that practical writing includes filling in forms as wel
To understand that a business letter can go to an organization as wel
To understand that the individual may be known but that the situatior
a business letter

Unit: "Stories and Plays"

To develop understanding that there is a relationship between the time in
content and mood of the story
To develop the understanding that there is a relationship between the plac
and mood of the story
To develop awareness that characters in a story may be presented in differ
lifelike than others

rticipation, observation and reading
n purpose and choice of content of composition
deas
le units of expression

r a variety of purposes
its in his writing and to employ signals to indicate each
asis of division of written material into sentences and paragraphs

ent of a Composition"

ce in letter writing
sed in reference to the components of personal letters
ous people

Letters

writing includes filling in forms as well as writing a business letter
ss letter can go to an organization as well as to an individual
vidual may be known but that the situation is business-like and requires

ere is a relationship between the time in which a story takes place and the

t there is a relationship between the place - setting of a story and the content

ters in a story may be presented in different ways and that some are more

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Poetry as a Writing Form"

- To enjoy poetry
- To choose purposefully pictorial language
- To expand experiences in choral reading of poetry
- To distinguish poetic form from prose form in literature
- To recognize poetic qualities in one's own writing

Unit: "Factual Reporting"

- To report science experiments in simplified problem-solving form
- To use sources to find answers to questions
- To follow directions and to give simple explanations and directions

Unit: "The Development of Vocabulary"

Definition

- To define familiar words by verbalizing and illustrating
- To recognize a word as a member of a meaning class
- To recognize levels of abstraction
- To distinguish between figurative and literal language

Figurative Language

- To learn to use similarities and differences of objects and people as a
- To use personification in description and refer to it by the term perso
- To recognize and use for effect exaggerative expressions in everyday sp
- To appreciate the technique of exaggeration used by writers to produce

Dictionary

- To learn to alphabetize by initial letter
- To understand and identify root words
- To learn to use a pronunciation key

Unit: "History of the English Language"

- To extend the understanding that language is an arbitrary system of symbolic
- To extend his understanding that language is changed over a period of time

Center (Grades K-6) Grade 2 (2)

f poetry
m in literature
n writing

d problem-solving form
ns
xplanations and directions

ing and illustrating
meaning class

literal language

ferences of objects and people as aids in verbal description
and refer to it by the term personification
gerative expressions in everyday speech
eration used by writers to produce vivid imagery

etter

is an arbitrary system of symbolic sounds
is changed over a period of time

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Language: Structure and Usage"

Morphology

To understand the meaning of the terms possessive, possessive form, a
noun inflection 's
To understand the meaning of the terms present time and verb and the
and -ing
To develop an understanding of inflection of compound verbs

The English Sentence

To understand the two main parts of a sentence, subject and predicate
To understand simple uses of coordination
To build sentences through modification and coordination

Usage and Dialect

To recognize that language usage varies
To recognize that usage of others may differ from his own
To recognize that some habits of usage are not acceptable as standard
To choose his own usage in terms of audience and the situation

he terms *possessive*, *possessive form*, and *noun* and the meaning of the

he terms *present time* and *verb* and the meaning of the verb inflections *-s*

inflection of compound verbs

ts of a sentence, subject and predicate
oordination
ification and coordination

ge varies
ers may differ from his own
f usage are not acceptable as standard
ms of audience and the situation

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To expand background of experiences through participation, observat
To increase ability to express ideas accurately and effectively
To recognize the relation of choice of content to purpose and audi
To choose appropriate form for content
To recognize that a paragraph designates a unit of thought

Unit: "Paragraph Development"

To divide his written compositions into sentences and paragraphs a
To use a sequence of importance as a basis by which to organize hi
To continue to broaden his use of written language as his skill in

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

- To recognize opportunities for use of personal letters, to ch consider the relationships among the writer, the content, a
- To use consistently the form of the letter and the convention of maturity and knowledge
- To formulate simple rules for use as a check-list in improvin the class as a group
- To use personal letters in imaginative writing

Formal Correspondence: Business Letters

- To identify many different practical writing situations that
- To recognize that it is the needs of the post office that deve and buying stamps
- To understand what is relevant to include in formal writing

Unit: "Stories and Plays"

To develop understanding that there are several ways in which the
To designate several ways in which the place-setting of a story is
To develop the understanding that there are different kinds of char presented in different ways

Unit: "Poetry as a Writing Form"

To enjoy and appreciate poetry

mposition"

 of experiences through participation, observation and reading
 to express ideas accurately and effectively
lation of choice of content to purpose and audience
te form for content
 paragraph designates a unit of thought

pment"

n compositions into sentences and paragraphs as units of meaning
 importance as a basis by which to organize his oral and written language
en his use of written language as his skill in handwriting increases

 for the Content of a Composition"

pportunities for use of personal letters, to choose voluntarily to write letters, and to
 relationships among the writer, the content, and intended reader as basis for composing
ntly the form of the letter and the convention of written language appropriate to his level
nd knowledge
imple rules for use as a check-list in improving one's own letters and those written by
 a group
 letters in imaginative writing

e: Business Letters

y different practical writing situations that call for the same care as given business letters
at it is the needs of the post office that developed present practices for writing addresses
amps
hat is relevant to include in formal writing

"

nding that there are several ways in which the time in which a story takes place is indicated
 ways in which the place-setting of a story is indicated
rstanding that there are different kinds of characters in stories and that these may be
rent ways

ing Form"

iate poetry

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Poetry as a Writing Form" (Continued)

To enjoy & appreciate poetry
To use language for effect
To participate in the choral reading of poetry
To recognize poetic qualities in one's own writing

Unit: "Factual Reporting"

To extend understanding by use of problem-solving techniques
To distinguish opinions from facts
To make simple outlines for writing stories and reports
To develop a simple form of note-taking

Unit: "The Development of Vocabulary"

Definition

To develop word definitions
To recognize words as members of a meaning class
To recognize levels of abstraction in word meaning
To distinguish between figurative and literal meaning
To determine meaning of words derived from root words

Figurative Language

To understand the terms "literal" and "figurative" language
To enjoy using and to appreciate other's use of figurative lan
To recognize similes in literature and to use them in speech a

Dictionary

To understand syllabication and primary accent
To understand prefixes
To learn to use a glossary
To alphabetize to second and third letters

Unit: "History of the English Language"

To understand that the language system includes stress patterns whi
that some stress patterns have changed over the years

riting Form" (Continued)
ciate poetry
for effect
n the choral reading of poetry
tic qualities in one's own writing

ting"

tanding by use of problem-solving techniques
pinions from facts
utlines for writing stories and reports
ple form of note-taking

nt of Vocabulary"

word definitions
e words as members of a meaning class
e levels of abstraction in word meaning
ish between figurative and literal meaning
e meaning of words derived from root words

age

nd the terms "literal" and "figurative" language
ing and to appreciate other's use of figurative language in oral and written composition
e similes in literature and to use them in speech and writing

nd syllabication and primary accent
nd prefixes
use a glossary
ize to second and third letters

e English Language"

at the language system includes stress patterns which help to give meaning to utterances and
ss patterns have changed over the years

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "History of the English Language" (Continued)

To understand something of the history and purpose of our graphic sy
To understand that language is changed

Unit: "Language: Structure and Usage"

Morphology

To understand the forms of the verb be
To understand the functions of the verb be
To understand and identify auxiliaries
To understand the meanings of selected prefixes and the relati
base word

The English Sentence

To differentiate statements and requests or orders
To identify the changes in word order of subject and predicate
To recognize kernel sentences and extend them with descriptive

Sentence Structure

Five basic syntactic patterns of utterance or language structu
coordination, subordination
Base sentence patterns: (1) N + V, (2) N + V + N, (3) N + V +
(predicate adjective)
Transformations: questions, passives, possessions, subordinat

Usage and Dialect

To understand that usage differs phonologically
To understand that usage differs morphologically
To understand that usage varies as vocabulary varies

nguage" (Continued)

he history and purpose of our graphic system
is changed

Usage"

s of the verb be
tions of the verb be
tify auxiliaries
ings of selected prefixes and the relationship of these to the meaning of the

ments and requests or orders
s in word order of subject and predicate in the three types of sentences
ntences and extend them with descriptive elements identified as modifiers

atterns of utterance or language structure: modification, predication, complementation,
ination
: (1) N + V, (2) N + V + N, (3) N + V + PN (predicate nominative), (4) N + V + PA
)
tions, passives, possessions, subordinate clauses

ge differs phonologically
ge differs morphologically
ge varies as vocabulary varies

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "The Structure of Written Composition"

To consider the purpose of writing and the audience in selection of form and
To limit a general topic by choosing a specific subject
To develop the ability to describe
To develop the ability to persuade
To use comparison and contrast
To use introduction, body, and conclusion of a composition

Unit: "Paragraph Development"

To divide his composition into paragraphs with confidence and give simple rea
To examine paragraphs in a variety of forms of printed material and state the and the basis of organization
To recognize logical and psychological bases for organizing discourse and for

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

To improve handwriting as a special example of courtesy to the intended
To distinguish the use of capitals in nouns like Mother, when used inste groups, and titles of written materials
To recognize specific instances of punctuation: Quotation marks with exa letters and business letters; colon in business letters
To practice the conventions for placement of the letter on the page and
To practice proof-reading and editing his own and others' writing

Formal Correspondence: Business Letters

To determine when a business letter should be written and to identify th
To use habitually the conventional form of the letter or to locate model
To express himself clearly and concisely in many kinds of formal, practi

Stories and Plays

To develop understanding that the same object or incident can be describ purposes
To understand that details and words must be carefully chosen for effect
To understand that narrative deals primarily with action, which consists events
To understand that narrative has a beginning, a middle and an end

tion"

and the audience in selection of form and organization
q a specific subject

lusion of a composition

graphs with confidence and give simple reasons for his decisions
of forms of printed material and state the basis of division into paragraphs

cal bases for organizing discourse and for dividing into paragraphs

of a Composition"

ecial example of courtesy to the intended reader
tals in nouns like Mother, when used instead of a name, buildings, special
n materials
s of punctuation: Quotation marks with exact words of speaker; comma in personal
; colon in business letters
r placement of the letter on the page and the address on the envelope
editing his own and others' writing

tters

etter should be written and to identify the basis of his choice
onal form of the letter or to locate models and rules for forms
concisely in many kinds of formal, practical writing situations

the same object or incident can be described in different ways for different

words must be carefully chosen for effective description
eals primarily with action, which consists of a meaningful series of

as a beginning, a middle and an end

University of Georgia English Curriculum Study Center (Grades K-6)

Poetry as a Writing Form

To increase enjoyment and appreciation of varied types of poetry
To increase the ability to use vivid language
To expand experience in choral reading
To increase understanding of poetry as a writing form

Factual Reporting

To extend writing experiences through research on questions of interest
To write factual reports from reading
To give simple directions
To make reports of science experiments in more detailed form

Unit: "The Development of Vocabulary"

Definition

To recognize words as members of a meaning class
To recognize levels of abstraction in word meaning
To distinguish between figurative and literal language

Figurative Language

To understand metaphor as figurative language
To identify metaphorical language in literature
To understand that both figurative and literal language are useful and t
each

Dictionary

To develop understanding of information contained in each entry in the d
To develop skill in dictionary use: alphabetizing, using guide words, p
and inflected forms, synonyms
To recognize differences among dictionaries designed for different purpo

History of the English Language

To extend understanding that language is an arbitrary system of symbolic
To understand that words have histories
To understand that words from other languages are a part of the English

nt and appreciation of varied types of poetry
lity to use vivid language
e in choral reading
anding of poetry as a writing form

xperiences through research on questions of interest
ports from reading
ctions
science experiments in more detailed form

cabulary"

as members of a meaning class
of abstraction in word meaning
een figurative and literal language

hor as figurative language
rical language in literature
both figurative and literal language are useful and to identify suitable occasions for

nding of information contained in each entry in the dictionary
dictionary use: alphabetizing, using guide words, pronunciation guides, root words
ms, synonyms
ences among dictionaries designed for different purposes

anguage

ding that language is an arbitrary system of symbolic sounds
words have histories
words from other languages are a part of the English language

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Language: Structure and Usage"

Morphology

To recognize variation in plural forms of nouns
To understand and identify adjectives
To understand the change in meaning of the adjective when the inflection
To consider irregularities in verb form
To identify adverbs as modifiers of verbs
To understand the change in meaning of an adverb when the inflection -er

The English Sentence

To recognize pronouns
To recognize noun markers
To identify kernel sentences in the pattern Noun-Verb
To identify some uses of complementation
To develop further the concept of modification

Usage and Dialect

To understand that different levels of usage are appropriate in various k
To recognize variations in formal written styles in poetry and in prose
To develop a command of standard English
To understand that one's own vocabulary is made up of words from many sou
To understand that pronunciations of some words vary in different geogra
To become familiar with methods which writers use to show dialect

urriculum Study Center (Grades K-6) Grade 4 (3)

d Usage"

n in plural forms of nouns
ntify adjectives
nge in meaning of the adjective when the inflection -er or -est is added
ities in verb form
s modifiers of verbs
nge in meaning of an adverb when the inflection -er or -est is added

s
kers
ntences in the pattern Noun-Verb
of complementation
e concept of modification

fferent levels of usage are appropriate in various kinds of situations
ns in formal written styles in poetry and in prose
of standard English
e's own vocabulary is made up of words from many sources
onunciations of some words vary in different geographical areas
th methods which writers use to show dialect

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To identify the purpose for writing and the characteristics of the audi
To select a subject and indicate the content of the composition through
To use introduction, body, and conclusion to develop unit in the struct
To write simple expository material

Unit: "Paragraph Development"

To use a simple outline as a lead to paragraphing
To use topics in the form of topic sentences as a basis for developing
To examine his paragraphs for unity as part of editing and improving co
To examine paragraphs in a variety of printed materials to study how pa

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

To produce an attractive and creative personal letter on a definiti
To construct sentences and paragraphs making use of topic sentence
personal letter
To use a simple outline in organizing a personal letter
To use appropriate punctuation and capitalization in letters

Formal Correspondence: Business Letters

To extend his experience in letter writing and to express himself
practical writing situations
To expect writing **letters** to become a part of his regular activiti
To value his ability to communicate to others in writing and to se

Stories and Plays

To understand that description in narrative may be used to convey
an action occurs, the characters who participate in that action,
To understand that both narration and description are written from
To understand that description may be conveyed through dialogue

Poetry as a Writing Form

To increase enjoyment and appreciation of poetry
To increase ability to use language for special effects

osition"

se for writing and the characteristics of the audience for each composition
nd indicate the content of the composition through the phrasing of the subject
body, and conclusion to develop unit in the structure of the composition
itory material

ent"

ne as a lead to paragraphing
form of topic sentences as a basis for developing paragraphs
aphs for unity as part of editing and improving compositions
in a variety of printed materials to study how paragraphs are developed

or the Content of a Composition"

tractive and creative personal letter on a definitive theme
tences and paragraphs making use of topic sentences as a means of producing a unified
r
outline in organizing a personal letter
te punctuation and capitalization in letters

: Business Letters

perience in letter writing and to express himself clearly in many kinds of formal,
ing situations
g letters to become a part of his regular activities
lity to communicate to others in writing and to see the results of his writing

at description in narrative may be used to convey the time of action, the place in which
rs, the characters who participate in that action, and the action itself
at both narration and description are written from a point of view
at description may be conveyed through dialogue

orm

yment and appreciation of poetry
ity to use language for special effects

University of Georgia English Curriculum Study Center (Grades K-6)

Poetry as a Writing Form (Continued)

To express experience with choral reading of poetry
To increase understanding poetry as a writing form

Factual Reporting

To learn to outline main ideas and details
To write stories with factual backgrounds
To report research and experiments by problem-solving methods
To develop ability to follow and give complex directions

Unit: "The Development of Vocabulary"

Definition

To recognize a word as member of a meaning class
To recognize levels of abstraction in word meaning
To distinguish between personalized and non-personalized meaning
To recognize literal or figurative language and use each in appropr

Figurative Language

To extend understanding of the nature and use of figurative languag
To understand metonymy as a figure of speech, recognize the use of
  term metonymy
To recognize appropriate occasions for using figurative language an

Dictionary

To understand changes in word meanings
To develop an understanding of etymology

History of the English Language

To relate current language to its historical antecedents
To recognize and appreciate language variations of different indivi
  arbitrary nature of language
To recognize and use the peculiar characteristics of written langua
  auditory and visual components of oral communication

Continued)

with choral reading of poetry
ding poetry as a writing form

ain ideas and details
factual backgrounds
d experiments by problem-solving methods
follow and give complex directions

ulary"

s member of a meaning class
f abstraction in word meaning
n personalized and non-personalized meaning
or figurative language and use each in appropriate situations

ing of the nature and use of figurative language
y as a figure of speech, recognize the use of metonymy in literature, and use the

ate occasions for using figurative language and for using literal language

in word meanings
anding of etymology

nguage

nguage to its historical antecedents
reciate language variations of different individuals and groups, with emphasis on the
f language
the peculiar characteristics of written language as effective substitutes for the
components of oral communication

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Language: Structure and Usage"

Morphology

To understand the meaning of the terms suffix and derived words; to
between a base word and its suffix; and to understand that the ad
classification of a word
To understand the comparative and superlative forms of derived adje
To understand the comparative and superlative forms of derived adve

The English Sentence

To understand complementation in sentences of the pattern Noun-Verb
To understand subordination and the functions of prepositions, con
To understand coordination and the functions of conjunctions in coo

Usage and Dialect

To evaluate the language of others in terms of its appropriateness
To analyze language in terms of its variations
To apply the principle of appropriateness to one's own usage
To understand the terms dialect, dialect geography and idiolect
To understand the factors affecting the development of regional dia
To become familiar with the speech of the main dialect areas of the
To understand the use of dialect in literature
To recognize different social dialects within a particular geograph

Curriculum Study Center (Grades K-6) Grade 5 (3)

nd Usage"

aning of the terms suffix and derived words; to understand the meaning relationship
d and its suffix; and to understand that the addition of a suffix often changes the
a word
mparative and superlative forms of derived adjectives
mparative and superlative forms of derived adverbs

mentation in sentences of the pattern Noun-Verb-Complement
ination and the functions of prepositions, conjunctions, and pronouns in subordination
nation and the functions of conjunctions in coordination

uage of others in terms of its appropriateness
in terms of its variations
le of appropriateness to one's own usage
rms dialect, dialect geography and idiolect
ctors affecting the development of regional dialects
ith the speech of the main dialect areas of the United States
e of dialect in literature
nt social dialects within a particular geographic dialect

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To identify purpose for writing and the characteristics of the audience
To choose appropriate form for the content
To organize the parts of a composition into a unified whole
To establish and maintain a point of view in writing

Unit: "Paragraph Development"

To use a topic sentence as the basis for developing a paragraph when it
To distinguish the writing situations in which topic sentences are suita
To recognize the variety of ways writers develop paragraphs and to try
his own writing

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

To produce attractive, courteous, interesting, well-planned and wel
personality and based on consideration of the relationships amon
To appreciate letters as an example of literary form - to be read
as for information
To choose the personal letter as a form for his own creative writin

Formal Correspondence: Business Letters

To recognize readily which kind of written response is appropriate
To initiate occasions for formal writing
To increase his ability to compose letters for a purpose, judge eff
effectiveness in his own writing

Stories and Plays

To gain skill in describing as an observer from both a fixed point
To gain skill in narrating from the point of view of a character

Poetry as a Writing Form

To increase enjoyment and appreciation of varied types of poetry
To increase ability to use vivid language
To expand experiences in choral reading
To increase understanding of poetry as a writing form

d the characteristics of the audience for each composition
content
tion into a unified whole
of view in writing

is for developing a paragraph when it suits his purpose and content
ons in which topic sentences are suitable or unsuitable
riters develop paragraphs and to try out some of the ways as suitable to

t of a Composition"

ous, interesting, well-planned and well-written letters reflecting his own
nsideration of the relationships among writer, content, and intended reader
xample of literary form - to be read for enjoyment and appreciation as well

as a form for his own creative writing

etters

nd of written response is appropriate to the situation
mal writing
mpose letters for a purpose, judge effectiveness, and improve form and
iting

s an observer from both a fixed point of view and a mobile point of view
om the point of view of a character

reciation of varied types of poetry
vid language
al reading
poetry as a writing form

University of Georgia English Curriculum Study Center (Grades K-6)

Factual Reporting

To distinguish between biography and biographical fiction in reading
To distinguish between factual news reports and expressed opinions
To write news and express opinions on important issues
To refine method of reporting research and experiments
To refine note-taking techniques for main ideas and details
To make outlines for reports and speeches
To read for the purpose of identifying distortion of facts to change

Unit: "The Development of Vocabulary"

Definition

To understand that personal experiences give special meanings to wor
To develop and test definitions
To recognize levels of abstraction in word meaning
To distinguish between denotation and connotation
To recognize literal and figurative language and use each as is appro
To identify and use clues in order to determine meaning

Figurative Language

To understand that figurative language extends meaning by associatin
To understand that continued use in the same context of a figurative
acquire new meaning which becomes commonly accepted as a meaning i
use of language is one of the important ways by which language char
To understand that through figurative language the speaker or the wri
the concept as well as the concept itself
To use in his writing figures of speech he himself develops from his
relationship
To understand that people use figures of speech to overcome the limi

Dictionary

To understand that dialect differences cause multiple pronunciation
To distinguish among colloquial, slang, and standard entries
To learn to use dictionary explanatory materials

biography and biographical fiction in reading and writing
factual news reports and expressed opinions
ss opinions on important issues
orting research and experiments
echniques for main ideas and details
ports and speeches
of identifying distortion of facts to change meaning

lary"

onal experiences give special meanings to words
nitions
abstraction in word meaning
denotation and connotation
figurative language and use each as is appropriate in his writing
es in order to determine meaning

rative language extends meaning by associating word referents in an unusual way
inued use in the same context of a figurative use of a word may cause it to
hich becomes commonly accepted as a meaning in literal language; that figurative
of the important ways by which language changes
ugh figurative language the speaker or the writer communicates his feeling about
the concept itself
igures of speech he himself develops from his own sensitivity to similarities and

le use figures of speech to overcome the limitations of the language

ect differences cause multiple pronunciation listings in dictionaries
lloquial, slang, and standard entries
ary explanatory materials

University of Georgia English Curriculum Study Center (Grades K-6)

History of the English Language

To understand processes through which words have been formed
To recognize and use differences within a language both historical and
To relate his own vocabulary expansion to the process of language expan

Unit: "Language: Structure and Usage"

Morphology

To understand the meaning of the term affix
To understand the meaning of word parts in derived words constructed wi
understand the meaning of the parts as they relate to each other with
To understand the difference between words and inflected words

The English Sentence

To recognize qualifiers or intensifiers
To recognize the sentences of the pattern Expletive-Verb-Noun
To understand the term construction and to identify constructions withi

Usage and Dialect

To analyze speech or writing in terms of phonology, morphology, vocabu
To use language flexibly in terms of purpose, situation, and audience

ulum Study Center (Grades K-6) Grade 6 (3)

e

rough which words have been formed
erences within a language both historical and dialectal, for style variation
ary expansion to the process of language expansion

age"

of the term affix
of word parts in derived words constructed with more than one affix, and to
f the parts as they relate to each other within the derived word
nce between words and inflected words

intensifiers
of the pattern Expletive-Verb-Noun
nstruction and to identify constructions within sentences

ng in terms of phonology, morphology, vocabulary, syntax, and sentence patterns
n terms of purpose, situation, and audience

Hunter College - Gateway English (Grades 7-9)

Appraisal:

Dr. Albert R. Kitzhaber in College Composition and Communication, October, 1967:

> "A high-interest curriculum for disadvantaged junior high school children."

Gateway English, a literature and language arts program for children in depressed
Macmillan. Materials for estimated reading levels grades 5-7, grades 6-8, and gra
four literature anthologies and a two-record set to accompany the anthologies.

Level I (Grades 5-7)

- A Family Is a Way of Feeling
- Stories in Song and Verse
- Who Am I
- Coping

Level II (Grades 6-8)

- Striving
- Creatures in Verse
- Two Roads to Greatness
- A Western Sampler

Level III (Grades 7-9)

- People in Poetry
- Rebels and Regulars
- Something Strange
- Justice

Grades 7-9)

lege Composition and Communication, October, 1967:

um for disadvantaged junior high school children."

and language arts program for children in depressed urban areas, published by
mated reading levels grades 5-7, grades 6-8, and grades 7-9. Each level includes
d a two-record set to accompany the anthologies.

ing

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

Unit: "Poetry Sequence"
Folk Ballad
"The Ballet of the Boll Weevil"
"John Henry"
"Sixteen Tons"
"Tom Dula"
"Titanic"
"Jesse James"
"Johnie Armstrong"
"Frankie"
"Lord Randal"
"Barbara Allen"

Unit: "Action and Narration"
Benet, "The Devil and Daniel Webster"
(The short story and the one-set
play version)
de Maupassant, "The Necklace"
Poe, "The Tell-Tale Heart

Unit: "Novel Sequence"
Krumgold, *And Now Miguel*
Speare, *The Witch of Blackbird Pond*
Richter, *The Light in the Forest*

LANGUAGE

Unit: "What is Language?"

Unit: "So What's a Dictio
Denotations and con
Pronunciation, spel
cation, inflection
speech, levels of
literary allusions

Unit: "Grammar"
Form words and stru
Word relationship
Affixes
Basic sentence patt
(2) N-LV-N, (3) N-
VT-N, (5) N-VT-N-N
Form and function
Transformations:
imperative, questi
elements

CULUM STUDY CENTER (Grades 7-12)

GRADE 7

eevil"

iel Webster"
one-set

ace"

kbird Pond
Forest

LANGUAGE

Unit: "What is Language?"

Unit: "So What's a Dictionary For"
Denotations and connotations
Pronunciation, spelling, syllabication, inflections, parts of speech, levels of usage, etymology, literary allusions

Unit: "Grammar"
Form words and structure words
Word relationship
Affixes
Basic sentence patterns: (1) N-VI, (2) N-LV-N, (3) N-LV-Adj., (4) N-VT-N, (5) N-VT-N-N
Form and function
Transformations: *There*-expletive, imperative, questions, compound elements

COMPOSITION

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

Unit: "Poetry Sequence"
Lyric poetry (use of words)
  Sarett, "Four Little Foxes"
  Tennyson, "The Eagle"
  Dickinson, "A Narrow Fellow in the Grass"
  Coatsworth, "Swift Things Are Beautiful"
  Frost, "To Earthward," "A Hillside Thaw"
  Cummings, "In Just"
Haiku

Unit: "Two History Plays"
Sherwood, Abe Lincoln in Illinois
Van Doren, The Last Days of Lincoln

Unit: "Novel Sequence"
Schaefer, Shane
Steinbeck, The Red Pony
Twain, The Adventures of Tom Sawyer

Unit: "Classical Mythology"
(Texts: Hamilton, Mythology for average and talented students; Coolidge, Greek Myths for less able students)
  of creation
Nature myths
Myths of heroes
Mythology and literature

LANGUAGE

Unit: "How Words Are Formed"
Names
Compounds
Prefixes and suffixes
Blends, manufactured word, a
Onomatopoetic words
Borrowed words

Unit: "How Words Change Meaning in
Historical development
Context meaning changes
Kinds of context

Unit: "Grammar of English Sentence
Form-word phrases
Expansions
Variations of the basic sent
be as the main verb, indirec
complements
Adverbial and adjectival phr
Simple transformations: inve
passive, there compound stru
sentences, participial phras
phrases, absolute phrases

RICULUM STUDY CENTER (Grades 7-12) GRADE 8

rds)
oxes"
ellow in the
ngs Are Beauti-
"A Hillside Thaw"
n Illinois
s of Lincoln
f Tom Sawyer
ology for average
Coolidge, Greek
dents)
e

LANGUAGE

Unit: "How Words Are Formed"
Names
Compounds
Prefixes and suffixes
Blends, manufactured word, acronyms
Onomatopoetic words
Borrowed words

Unit: "How Words Change Meaning in Time and Context"
Historical development
Context meaning changes
Kinds of context

Unit: "Grammar of English Sentences"
Form-word phrases
Expansions
Variations of the basic sentence patterns: be as the main verb, indirect-object, verbal complements
Adverbial and adjectival phrases
Simple transformations: inversions, questions, passive, there compound structures, complex sentences, participial phrases, infinitive phrases, absolute phrases

COMPOSITION

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

Unit: "Poetry Sequence"
Lyrics (metaphor, symbol, tone)
Sandburg, "Prayers of Steel"
Crane, "The Heart"
Blake, "A Poison Tree"
Millay, "Spring:
Marquis, "Fate Is Unfair"
Shapiro, "Auto Wreck"
Shelby, "Ozymandias"
Hopkins, "God's Grandeur"

Unit: "Two Shakespearean Plays"
Richard III
Henry V

Unit: "Novel Sequence"
Steinbeck, *The Pearl*
Dickens, *Great Expectations*
Lee, *To Kill a Mockingbird*

Unit: "Teaching the *Odyssey*"
As an adventure story, as a symbolical narrative, or as an epic

LANGUAGE

Unit: "An Introduction to Pho
and to Morphemes Throug
Suffixes" (To be taug
segments each week dur
Prefixes: Un-, a-, ab
anti-, arch-, auto-, be
counter-, de-, dis-, e
hyper-, hypo-, inter-,
micro-, mal-, mid-, mi
neo-, non-, out-, over
pre-, pro-, pseudo-, q
semi-, sub-, super-, s
ultra-, uni-, vice-

Suffixes: -able, -acy
& -ian, -ance & -ence,
-ant & -ent, -arian, -
-dom, -ed, -ee, -eer,
-ese, -esque, -ess, -e
-hood, -ic, -ly, -icia
-ine & -in, -ing,-ish,
-ite, -ition, -itious,
-kin & -ikin, -le, -le
-ment, -most, -ness, -
-some, -ster, -ward &

Unit: "The Grammar of Englis
Review of Grades 7 & 8
The process of subordi
Combining sentences
Compound structures
Punctuation
Parallelism
Combining different st
Adverbial and adjectiv
Sentence completeness:
dangling elements
Comparisons
Agreement
Ambiguities

LANGUAGE

COMPOSITION

Unit: "An Introduction to Phonetic Alphabets and to Morphemes Through Prefixes and Suffixes" (To be taught in small segments each week during the year)

Prefixes: Un-, a-, ab-, ad-, ante- anti-, arch-, auto-, be-, co- & com-, counter-, de-, dis-, en-, ex-, extra-, fore-, hyper-, hypo-, inter-, intra-, macro- & micro-, mal-, mid-, mis-, mono-, multi-, neo-, non-, out-, over-, pan-, para-, post-, pre-, pro-, pseudo-, quasi-, re-, retro-, semi-, sub-, super-, syn-, trans-, tri-, ultra-, uni-, vice-

Suffixes: -able, -acy -age, -al, -an & -ian, -ance & -ence, -ancy & -ency, -ant & -ent, -arian, -ary, -ate, -ation, -dom, -ed, -ee, -eer, -en, -er, -ery & -ry, -ese, -esque, -ess, -ette, -fold, -ful, -hood, -ic. -ly, -ician, -ie & -y, -ify, -ine & -in, -ing, -ish, -ism, -ist, -istic, -ite, -ition, -itious, -ity, -ive, -ize, -kin & -ikin, -le, -less, -let, -like, -ly, -ment, -most, -ness, -ory, -ous, -ship, -some, -ster, -ward & -wards, -wise, -y

Unit: "The Grammar of English Sentences"
Review of Grades 7 & 8
The process of subordination and coordination
Combining sentences
Compound structures
Punctuation
Parallelism
Combining different structures
Adverbial and adjectival clauses
Sentence completeness: fragments, comma splice, dangling elements
Comparisons
Agreement
Ambiguities

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

Unit: "Poetry"
(Poems as a result of a conscious or unconscious choice or system of choice)
"Sir Patrick Spens"
Hopkins, "Spring & Fall: To a Young Child," "Spring"
Dickinson, "The Morns Are Meeker Than They Were," "An Altered Look About the Hills," "I Dreaded That First Robin So"
Bryant, "To the Fringed Gentian"
Freneau, "The Wild Honey Suckle"
H. D., "Pear Tree"
Longfellow, "Nature"

Unit: "Short Story"
American with scene or setting emphasized
Hawthorne, "My Kinsman, Major Molineux"
Crane, "The Blue Hotel"
Anderson, "The Egg"
Steinbeck, "Flight"
Cheever, "The Country Husband"

Unit: "Drama"
Miller, The Crucible
O'Neill, The Emperor Jones
Williams, The Glass Menagerie

Unit: "Novels"
American with centrality of setting emphasized
McCullers, The Member of the Wedding
Crane, The Red Badge of Courage
Twain, Adventures of Huckleberry Finn

LANGUAGE

Unit: "American Dialect

Unit: "Why Worry About
Review of earlier

ICULUM STUDY CENTER (Grades 7-12)

GRADE 10

	LANGUAGE	COMPOSITION
	Unit: "American Dialects"	
conscious or stem of choice)	Unit: "Why Worry About Meaning?" Review of earlier units	
To a Young		
e Meeker Than Look About the First Robin So" Gentian" Suckle"		
etting emphasized Major Molineux"		
sband"		
nes agerie		
of setting		
the Wedding Courage ckleberry Finn		

Indiana University English Curriculum Study Center (Grades 7-12)

Literature

Unit: "Poetry"
(various kinds of comparisons)
Oldys, "On a Fly Drinking out of His Cup"
Herbert, "Virtue," "Prayer," "The Pilgrim Age"
Donne, "A Lecture Upon the Shadow," "Holy Sonnet XIV"
Keats, "On First Looking Into Chapman's Homer"
Dickinson, "Exultation Is the Going," "Hope Is the Thing with Feathers," "Success Is Counted Sweetest," "She Sweeps With Many-Colored Brooms"
Spencer, "Long-While I Sought to What I Might Compare"
Wordsworth, "I Wondered Lonely as a Cloud"
Tennyson, "Tears, Idle Tears"
Shakespeare, "Sonnet LXIII"

Unit: "Short Story" (point of view, characterize others, and omniscient narrathion)
Conrad, "Youth: A Narrative," "Heart of Darkness"
Stevenson, "Markheim," "The Strange Case of Dr. Jekyll and Mr. Hyde"
Lawrence, "The Rocking-Horse Winner"
Joyce, "Araby"
Mansfield, "Bliss"

Unit: "Drama"
Wilde, *The Importance of Being Earnest*

Language

Unit: "History of the Eng
J.N. Hook & E.G. Ma
English Languag
Grammar and Usa

Unit: "Lexicography from
Third"
The first Engli
The modern dict
The lexicograph
Webster's Third

Study Center (Grades 7-12) Grade 11

Language

Unit: "History of the English Language"
J.N. Hook & E.G. Mathews, "Changes in the English Language," in Modern American Grammar and Usage

Unit: "Lexicography from Cawdrey to Webster's Third"
The first English dictionary
The modern dictionary
The lexicographer
Webster's Third New International Dictionary

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Shaw, Caesar and Cleopatra
Milton, Samson Agonistes
Shakespeare, 1 play

Unit: "Novels"
Swift, "Gulliver's Travels
Bronte, Wuthering Heights
Conrad, Heart of Darkness

Indiana University English Curriculum Study Center (Grades 7-12)

Literature

Unit: "Poetry" (distinguishing between speaker and author)
Stevenson, "Looking Forward," "System "
e.e. cummings, "Next to of Course God America!"
"Since Feeling Is First"
Robinson, "Cliff Klingenhogen," "Charles Carville's Eyes"
Browining,"Soliloguy of the Spanish Cloister,"
"My Last Duchess"
Herbert "Love"
Dickinson,"I Shall Know Why, When Time Is Over"
Donne, "Holy Sonnet VII"
Wordsworth, "Surprised by Joy-Impatient as the Wind"
Hardy, "To an Unknown Pamper Child"

Unit: "Short Story" (modes of expressing the meaning, statement, or "moral" of the story)
Fable and Parable
Voltaire, "Memnon the Philosopher"
de Maupassant, "Love: Three Pages from a Sportsman's Book"
Pirandello, "War"
Symbolism and Allegory
Kofka, "In the Penal Colony"
Singer, "Gimpel the Fool"

Unit: "Drama"
Sophocles, Antigone

Language

Unit: "Nothing M
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of expressing the
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Philosopher"
Three Pages from a
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enal Colony"
the Fool"

Language

Unit: "Nothing Moves Without Translation"
To acquaint students with the problems and importance of translation and to help them recognize that not all translations of the same works of literature are of equal value or truly representative of the original work

Moliere, The Misanthrope
Ibsen, Rosmerholm
Shakespeare, 1 play

Unit: "Novels"
Hesse, Siddhartha
Paton, Cry, the Beloved Country
Dostoevsky, Crime and Punishment

ope

ed Country
Punishment

University of Michigan Project English (Grades 7-9)

English for reluctant learners in every classroom
Learning based on the dual concepts of *saturation* and *diffusion*. Satu
with newspapers, magazines, and paperbound books that he comes to pe
ends. *Diffusion* through every teacher in every classroom making the
student view writing as a means to all ends.

Literature

Newspapers (a set used three times a week)
Magazines (*The Golden Magazine*, *Jack and Jill*, *The Children's Digest*, *Highlights for Children*, *Humpty Dumpty*, *Hot Rod*, *Motor Trend*, *Popular Science*, *Popular Mechanics*, *Scientific American*, *Field and Stream*, *Outdoor Life*, *Sports Illustrated*, *Life*, *Look*, *Ebony*, *Jet*, *Newsweek*, *Time*, *Negro Digest*, *Reader's Digest*, *Science Digest*, *In*, *'Teen*, *Seventeen*, *Good Housekeeping*, *Hair Do*, *American History Illustrated*)
Paperbound books (approach to literature social rather than literary)
Study guides for Shulman's *West Side Story*, Frank's *The Diary of a Young Girl*
Reading list of 1,000 Paperback Books

Composition

A writing schedule
writing every othe
Frequency of writt
their length. Of
week period, one s
class instructor,
student's English
one set per week f

A journal kept by
two pages each we
and returned on Fr

A complete report of the project including description of tests for evalua
Elton B. McNeill, *Hooked on Books: Program and Proof*. New York: Berkel

ades 7-9)

ry classroom
f saturation and diffusion. Saturation through surrounding the student
erbound books that he comes to perceive them as pleasurable means to necessary
her in every classroom making the house of literacy attractive by having the
all ends.

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Composition

A writing schedule which produces at least one piece of writing every other day in all subjects other than English. Frequency of written exercises far more important than their length. Of the 5 sets of papers received in every two-week period, one set per week read and commented upon by the class instructor, one set per two weeks passed on to the student's English teacher who corrects grammar and rhetoric, one set per week filed unread in student's folder.

A journal kept by each student to be used daily (minimum of two pages each week), turned in to English teacher on Thursday and returned on Friday to be assessed for quantity only.

description of tests for evaluating the program is in Fader, Daniel, and
ram and Proof. New York: Berkeley Medallion Books, 1968. $.75.

University of Michigan Project English (Grades 7-9)

Appraisal

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 1967:

"Program of free reading comes closer, perhaps, to allowing for student others (English projects)."

ject English (Grades 7-9)

. University of Iowa, in English Journal, October, 1967:

reading comes closer, perhaps, to allowing for student discovery than that of any of the
ts)."

UNIVERSITY OF NEBRASKA CURRICULUM DEVELOPMENT CENTER: PROJECT ENGLISH (*Grades 1-12*

The Elementary school program centers in the study of *literature*, not as a reading
often to be read aloud. It is designed to teach students (1) to comprehend the mor
of literature composed for young children, (2) to control these linguistic and lite
and (3) to comprehend consciously the more frequent grammatical conventions which t
writing.

Units are sliding units; that is, the grade levels are suggested. It is important
established within each classification.

The elementary school program in *composition* tries to give the student:

(1) a sense of the expressive possibilities of the sound of language;
(2) a capacity to manipulate syntactic patterns and to choose the "most desira
(3) a capacity to manipulate simple rhetorical devices (metaphor, simile, etc.
sideration of the relation between speaker and audience affects one's hand
(4) a capacity to write in fictional modes analogous to those studied in liter
modes of writing to these very gradually.

The *language* program is directed toward:

(1) displaying to children that English is primarily a word-order language, th
often of the utmost importance;
(2) giving children an understanding of the sound (phonology) of the language
(3) giving the students an understanding of the language's historical dimensio
system;
(4) giving the students an understanding of the extent to which punctuation is
segmental (pitch, stress, juncture) features of spoken discourse.

Formal study of linguistics not considered feasible for the elementary school.

ULUM DEVELOPMENT CENTER: PROJECT ENGLISH (Grades 1-12)

centers in the study of literature, not as a reading program to teach skills, but as a program
designed to teach students (1) to comprehend the more frequent oral and written conventions
ng children, (2) to control these linguistic and literary conventions in their own writing
sly the more frequent grammatical conventions which they can handle in their speaking and

is, the grade levels are suggested. It is important that the program follow the general sequence
fication.

in composition tries to give the student:

sive possibilities of the sound of language;
ate syntactic patterns and to choose the "most desirable" syntactic pattern;
ate simple rhetorical devices (metaphor, simile, etc.) and a simple understanding of how con-
ation between speaker and audience affects one's handling of oral and written language;
fictional modes analogous to those studied in literature readings and to add more analytic
hese very gradually.

ed toward:

n that English is primarily a word-order language, that the structure of English syntax is
mportance;
derstanding of the sound (phonology) of the language its music;
n understanding of the language's historical dimensions and of the evolution of its spelling

n understanding of the extent to which punctuation is a written representation of the supra-
ess, juncture) features of spoken discourse.

t considered feasible for the elementary school.

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (*Grades 1-12*)

LITERATURE	LANGUAGE
Unit: "Folk Tale" "The Little Red Hen" "The Three Billy Goats Gruff" "The Gingerbread Boy"	Specific study of: troll creaked groaned thresh burn
Unit: "Fanciful Tale" Bannerman, *Little Black Sambo* Potter, *The Tale of Peter Rabbit* Sendak, *Where the Wild Things Are*	Play on descriptive words Effective use of repetition Action verbs
Unit: "Animal Story" Gog, *Millions of Cats* Kipling, "How the Rhinoceros Got His Skin," "The Elephant's Child" Leaf, *The Story of Ferdinand*	Stress pattern of a refrain Rhyming words Metaphors and similes for compar cats Oral transformation of sentence Alliterative phonology game Awareness of other languages
Unit: "Adventure Story" Ardizzone, *Little Tim and the Brave Sea Captain* Mac Donald, *The Little Island*	Dialect Expression of one idea in severa Descriptive words and phrases ir stories Animal communication

NGLISH (Grades 1-12)

GRADE 1

	LANGUAGE	COMPOSITION
uff"	Specific study of: troll creaked groaned thresh burn	Group story: "This is the ________ that Jane or Dick ________" A tale about an animal that had to do something by himself A story about a family getting somewhere A tale about a person or animal fooled by someone whom he left home
ambo Rabbit ngs Are	Play on descriptive words Effective use of repetition Action verbs	Dictation of individual or group stories to: Relate a sequence of events Tell how the characters feel
os ant's nd	Stress pattern of a refrain Rhyming words Metaphors and similes for comparing cats Oral transformation of sentences Alliterative phonology game Awareness of other languages	Stories about how the children got their kittens Stories about how some animal got the way he is Make up dialogue for dramatization of a scene about Ferdinand A story about an animal who does not act as he is traditionally thought to act
the and	Dialect Expression of one idea in several ways Descriptive words and phrases in the stories Animal communication	Retelling story to determine time sequence Make up another adventure about Tim Compose a "picture" in words of the favorite season Story about a trip to an island

	LITERATURE	LANGUAGE
Unit:	"Myth" "The Story of the First Woodpecker" "The Story of the First Butterflies"	Descriptive words, phrases, and sentences
Unit:	"Fable" "The Dog and the Shadow" "The Town Mouse and the Country Mouse"	Adding endings to words like *dog*, *cat* Rhyming with key words Words beginning with the same sound
Unit:	"Other Lands and People" Matsuno, *A Pair of Red Clogs*	Words for the sounds of weather, shoes and boots Homonyms
Unit:	"Biography" Lawson, *They Were Strong and Good* D'Aulaire, *George Washington*	Words beginning with "m" and "gr" Comparison of adjectives Concept of the sentence

RATURE	LANGUAGE	COMPOSITION
e First Woodpecker" e First Butterflies"	Descriptive words, phrases, and sentences	A nature myth: Why the ________ is ________.
e Shadow" and the Country	Adding endings to words like dog, cat Rhyming with key words Words beginning with the same sound	A story about an animal with a characteristic such as greed or pride
People" of Red Clogs	Words for the sounds of weather, of shoes and boots Homonyms	A story about the clogs sent to Mako's granddaughter
e Strong and e Washington	Words beginning with "m" and "gr" Comparison of adjectives Concept of the sentence	Booklet about "you" or "me" Other stories about Washington

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

	LITERATURE	LANGUAGE
Unit:	"Folk Tale" "Little Red Riding-Hood" "The Story of the Three Little Pigs" "The Story of the Three Bears"	Rhymes Intonation patterns Change in words Sentence expansion
Unit:	"Fanciful Tale" Dr. Seuss, And to Think That I Saw It on Mulberry Street	Descriptive phrases
Unit:	"Animal Story" Anderson, Blaze and the Forest Fire Kipling, "How the Whale Got His Throat," "The Beginning of the Armadillos," "The Cat That Walked by Himself"	Synonyms Allusions to animals "-er" word ending Rhythm and rhyme Beginning "wh" sound Form classes
Unit:	"Adventure Story" Dr. Seuss, The 500 Hats of Bartholomew Cubbins Dalgliesh, The Bears on Hemlock Mountain	Proper names Sensory diction
Unit:	"Myth" "The Golden Touch"	Proper nouns
Unit:	"Fable" "The Hare and the Tortoise" "The Ant and the Grasshopper"	Interrupters Stress and information patt of imperative and interrog sentences

LANGUAGE	COMPOSITION
Rhymes Intonation patterns Change in words Sentence expansion	Cumulative story using the devices of repetition Story about a boy meeting an animal family in the woods
Descriptive phrases	Answers to "Now, what can I say when I get home today?" Stories about "And to Think That I Saw It on _________ Street"
Synonyms Allusions to animals "-er" word ending Rhythm and rhyme Beginning "wh" sound Form classes	Other endings for a story Stories about how animals got their tails, noses, ears, etc.
Proper names Sensory diction	Composition of magicians' rhymes An account of a story for a newspaper Two versions of a letter for different audiences Story about an errand
Proper nouns	Stories about the "golden touch" today
Interrupters Stress and information patterns of imperative and interrogative sentences	One retell the story while others act it out in pantomime

LITERATURE	LANGUAGE
Unit: "Other Lands and People" Yashima, Crow Boy	Alliteration Pictorial and phonetic w
Unit: "Historical Fiction" Mason, Caroline and Her Kettle Named Maud	Form classes

LANGUAGE	COMPOSITION
Alliteration Pictorial and phonetic writing	How children in another land are like or unlike American children
Form classes	Dialogue that reveals character Sequence in a well-written paragraph

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE	LANGUAGE
Unit: "Folk Tale" "Mother Holle" "Cinderella" "The Sleeping Beauty in the Wood"	Stress and meaning A variety of sentence begin
Unit: "Fanciful Tale" Bishop and Wiese, The Five Chinese Brothers Bemelmans, Madeline, Madeline's Rescue	Expansion of sentences elem and phrasal structure
Unit: "Animal Story" Rounds, The Blind Colt Kipling, "How the Camel Got His Hump," "How the Leopard Got His Spots," "The Sing-Song of Old Man Kangaroo"	Dialect Noun inflections Form classes
Unit: "Adventure Story" Milne, Winnie-the-Pooh Atwater, Mr. Popper's Penguins	Onomatopoetic names Different ways of forming plurals Manipulation of vowels and sonants
Unit: "Myth" "Daedalus and Icarus" "Clytie" "Narcissus" Trowbridge, "Darius Green and His Flying Machine"	Expansions

LISH (Grades 1-12)

GRADE 3

	LANGUAGE	COMPOSITION
	Stress and meaning A variety of sentence beginnings	Original stories illustrative of structural motifs common to folk tales
	Expansion of sentences elements and phrasal structure	Magic characteristics of animals A story paralleling one of the Madeline books
d Song	Dialect Noun inflections Form classes	An animal caught in a storm Writing *pourquoi* stories
	Onomatopoetic names Different ways of forming plurals Manipulation of vowels and consonants	Stories about adventures with Winnie-the-Pooh or a favorite toy Writing "Pooh" ryhmes
	Expansions	Paragraphs on "If I could make some wings for myself, I would..."

	LITERATURE	LANGUAGE
Unit:	"Fable" Grimm, "The Musicians of Bremen" Chaucer, Chanticleer and the Fox	Rhymes containing riddles Stress patterns and meaning
Unit:	"Other Lands and People" Lamorisse, The Red Balloon Fyleman, "The Balloon Man"	-ed as a suffix
Unit:	"Historical Fiction" Dalgliesh, The Courage of Sarah Noble	"Sign language" Intonation patterns
Unit:	"Biography" Hogeboom, Christopher Columbus and His Brothers	History of words

LANGUAGE	COMPOSITION
Rhymes containing riddles Stress patterns and meaning	Stories relating original fables
-ed as a suffix	Stories about the balloon as a main character, an elf within a balloon, another toy as a main character
"Sign language" Intonation patterns	Diary entries
History of words	Logbook of an imagined journey

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

	LITERATURE	LANGUAGE
Unit:	"Folk Tale" Carroll, Febold Feboldson	Figurative language Dialect
Unit:	"Fanciful Tale" White, Charlotte's Web Fyleman, "A Fairy Went A-Marketing"	Paragraphs
Unit:	"Animal Story" Henry, Brighty of the Grand Canyon	Hypenated words Dialect
Unit:	"Adventure Story" McCloskey, Homer Price	Dialect Proper sentence formations
Unit:	"Myth" Longfellow, "Hiawatha's Fasting" Warner, "Theseus and the Minotaur," "Arachne" Price, "Phaeton and the Chariot of the Sun"	Word origins Sentence expansions
Unit:	"Fable" Jacobs (ed.), The Fables of Aesop	The passage of words through several cultures

LANGUAGE	COMPOSITION
Figurative language Dialect	Descriptions of a hero or leader Description of an original hero Tale about an ordinary person with a problem similar to Feboldson's
Paragraphs	Riddles
Hypenated words Dialect	Completion of an unfinished animal story
Dialect Proper sentence formations	After an analysis of an episode in Homer Price, class development of its own story Other adventures that Homer might have had
Word origins Sentence expansions	Compostion about heroes overcoming threats of a monster
The passage of words through several cultures	Group and individual fable creations

LITERATURE	LANGUAGE
Unit: "Other Lands and People" Carlson, Brother for the Orphelines	Differences in pronunci of various languages
Unit: "Historical Fiction" Wilder, Little House on the Prairie Benet, "Western Wagons" Edmonds, The Matchlock Gun	Similes and metaphors Homonyms
Unit: "Biography" Franchere, Willa D'Aulaire, Leif the Lucky	Regional words Prefixes and suffixes Place names

GRADE 4 (2)

LANGUAGE	COMPOSITION
Differences in pronunciation of various languages	Stories about the orphelines in their new home
Similes and metaphors Homonyms	A diary kept for a covered wagon journey years ago told by great grandparents Stories about present day child called upon to be brave
Regional words Prefixes and suffixes Place names	A personal incident in life Diary recorded on a sea voyage Imaginary descriptions of unseen lands

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (*Grades 1-12*)

	LITERATURE	LANGUAGE
Unit:	"Folk Tale" Blair, "Pecos Bill, King of Texas Cowboys" Grimm, "Rapunzel," "The Woodcutter's Child," "The Three Languages"	Figurative language Dialects Sentence constructions that v from those used in everyday languages Alternate British spellings
Unit:	"Fanciful Tale" Anderson, "The Snow Queen" Lewis, *The Lion, the Witch, and the Wardrobe*	Punctuation
Unit:	"Adventure Story" Pyle, *The Merry Adventures of Robin Hood* O'Dell, *Island of the Blue Dolphins*	Middle English Similes Style
Unit:	"Myth" Warner, *Men and Gods*	Comparisons Sentence beginnings Word origins
Unit:	"Fable" *Bidpar*: "The Poor Man and the Flask of Oil," "The Crow and the Partridge" *Jataka tales*: "The Turtle Who Could Not Stop Talking"	Antonyms and synonyms Form classes
Unit:	"Other Lands and People" de Angeli, *The Door in the Wall*	Anglo-Saxon influences Transformations Four levels of stress

LANGUAGE	COMPOSITION
Figurative language Dialects Sentence constructions that vary from those used in everyday languages Alternate British spellings	Tall tales Limericks
Punctuation	Imaginary dialogues "Fairy-fable" An imaginary experience in a big old mysterious house A legend in verse form
Middle English Similes Style	Summaries of each chapter Characterizations of the main characters
Comparisons Sentence beginnings Word origins	Brief reports about characters encountered in myths
Antonyms and synonyms Form classes	Animal fables
Anglo-Saxon influences Transformations Four levels of stress	Symbolic writing

LITERATURE	LANGUAGE
Unit: "Historical Fiction" Carr, *Children of the Covered Wagon* Latham, *This Dear-Bought Land*	Homonyms Stress and juncture patterns Parallel structure
Unit: "Biography" Graham and Lipscomb, *Dr. George Washington Carver, Scientist*	

GRADE 5 (2)

LANGUAGE	COMPOSTION
Homonyms Stress and juncture patterns Parallel structure	Two descriptions of a natural object: one, realistic; the other, as if it were to appear in a fairy story Diary entries Letters written by main characters in the text Daydreams Adventures on board a sailing ship
	Short story about the first days in school Telegrams

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE	LANGUAGE
Unit: "Folk Tale" Davidson (ed.), The Seven Voyages of Sinbad	Sentence structure differences Affixes
Unit: "Fanciful Tale" Carroll, Alice's Adventures in Wonderland and Through the Looking Glass L'Engle, A Wrinkle in Time	Vocabulary Metaphors Sentence definitions
Unit: "Animal Story" Kjelgaard, Big Red	Derivations of names of dogs Dialect
Unit: "Adventure Story" Clemens, The Adventures of Tom Sawyer	Rewriting sentences without changing meanings
Unit: "Myth" Colum, The Children of Odin Tolkien, The Hobbit	Germanic influences Origin of the names of the days of the week Semantics Dialects
Unit: "Satiric Fable" Grahame, The Wind in the Willows	Style Compounds of parts of sentences Multi-level sentences (developed fully in Grade 10)

LANGUAGE	COMPOSITION
Sentence structure differences Affixes	The theme of generosity
Vocabulary Metaphors Sentence definitions	Compositions suggested by the text Sense impressions Metaphorical language in poetry
Derivations of names of dogs Dialect	Original animal stories Descriptions about changes in season
Rewriting sentences without changing meanings	Paragraphs on friendship Imaginary adventures
Germanic influences Origin of the names of the days of the week Semantics Dialects	Letter describing an imaginary trip to Asgard Pretending to be Loki A diary as Bilbo might have written it Nonsense or narrative poetry
Style Compounds of parts of sentences Multi-level sentences (developed fully in Grade 10)	Assignments based on episodes from the text Descriptions of favorite foods

LITERATURE	LANGUAGE
Unit: "Other Lands and People" Dodge, *Hans Brinker* Clark, *Secret of the Andes*	Dutch influence Form classes (sentence openers) Derivations Prefixes and suffixes
Unit: "Historical Fiction" Macleod, *The Book of King Arthur and His Noble Knights*	Obsolescence
Unit: "Biography" Averill, *Cartier Sails the St. Lawrence*	Indian influences Relative clauses Punctuation
Unit: "The Poetry of Robert Frost" Frost, *You Come Too*	

	LANGUAGE	COMPOSITION
e"	Dutch influence Form classes (sentence openers) Derivations Prefixes and suffixes	Experiencing hardship imaginatively Dialogue Extended metaphors Picturesque speech
ing nights	Obsolescence	Discussions about heroes
the	Indian influences Relative clauses Punctuation	Imaginative logbook Tall tales Descriptions
rost"		

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (*Grades 1-12*)

LITERATURE

Unit: "Making of Stories" (4 weeks)

Author composes as he writes.
"The Song of Milman Parry"
2 short passages from *The Odyssey*
Story of Finn from Beowulf

Author composes before the narrative occasion.
"Hymn to Hermes"
"Hercules & the Waggoner"
Aesop, "Belling the Cat"
The first supernatural change in Ovid's *Metamorphosis*

Author writes for a limited audience.
de France, "The Honeysuckle"
Chaucer, "Worthy Knight"
Grimm, "The Clever Tailor", "The Miller's Daughter"
Pruitt, "The Hell-Bound Train"

Writer is divorced from his audience.
Dickens, "A Christmas Carol"

The making of lyrics.
Hearn, "Oahidori"
Blake, "A Poison Tree"
Crane, "War Is Kind"
Frost, "The Gift Outright", "Dedication for John F. Kennedy"
Tennyson, "Ode on the Death of the Duke of Wellington"
Masefield, "A Consecreation"
Kipling, "Recessional"

Unit: "The Meaning of Stories" (3 weeks)

The Haiku

LANGUAGE

Unit: "Form Classes" (5 weeks)
Linguistics as the scienc
language
Use of nonsense words
Inflectional suffixes
Derivational suffixes
Structure, or function, wo
Form classes: noun, verb
tive, adverb
Functional shift of words
(e.g., *drive* as a noun,
adjective)

Unit: "Spelling" (1 week)
Development of the alphabe
Word lists
Common English spellings
phonemic symbols and sta
dictionary symbols
4 spelling rules

Unit: "Dictionary"
History
Discussion of Webster's T
New International
Structure of dictionary

(4 weeks)
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ies" (3 weeks)

LANGUAGE

Unit: "Form Classes" (5 weeks)
Linguistics as the science of language
Use of nonsense words
Inflectional suffixes
Derivational suffixes
Structure, or function, words
Form classes: noun, verb, adjective, adverb
Functional shift of words (e.g., drive as a noun, verb, adjective)

Unit: "Spelling" (1 week)
Development of the alphabet
Word lists
Common English spellings with phonemic symbols and standard dictionary symbols
4 spelling rules

Unit: "Dictionary"
History
Discussion of Webster's Third New International
Structure of dictionary

COMPOSITION

Program coordinated with literature and language
More topics than can be assigned
Thought and organization emphasized rather than mechanics
Paragraph composition and its component sentences stressed
Sentence functions: definition, explanation, example, comparison, analogy, description, narrative detail
Opportunities for creative writing, exposition

LITERATURE LANGUAGE

- Allegorical Fables and Poems
  - Tolstoy, "The Mouse Who Lived Under the Granary" and "The Learned Son"
  - Lauren, "The Fox and the Grapes"
  - Crane, "The Blades of Grass," and "The Wayfarer"
  - Chaucer, "The Pardoner's Tale"
- Symbolic Poems
  - Blake, "The Lamb" and "The Tiger"
  - Masefield, "Cargoes"
  - de la Mare, "The Listeners"
  - Sandberg, "Limited" and "Grass"
  - Shapiro, "Auto Wreck"
  - Frost, "Fire and Ice"
  - Wylie, "Parting Gift"
- Thematic Poems
  - Crane, "The Heart" and "A Learned Man"
  - Blake, "The Sick Rose"
- Fable and the Short Story
  - Maugham, "The Ant and the Grasshopper"
  - Weidman, "Sleeping Beauty"
- Allegorical Stories
  - Forster, "Mr. Andrews"
  - Collier, "The Chaser"
  - Zemiatin, "God"
  - de la Mare, "The Riddle"
- Thematic Stories
  - Bjornson, "The Father"
  - Perez, "If Not Higher"
  - Bradbury, "I See You Never"
  - de l'Isle-Adam, "The Doctor's Heroism"
  - Goldsmith, "The Disabled Soldier"
  - Zweig, "Kong at the Seaside"

Unit: "Myth Part I: The Classical Myth" (8 weeks)

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LANGUAGE

COMPOSITION

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LITERATURE LANGUAGE

Hamilton. *Mythology*
Ovid, *Metamorphosis*
Masefield, "The Surprise"
Swift, "Baucis and Philemon"

Unit: "Religious Story Part 2: Ancient Hebrew Literature" (3 weeks)
The Old Testament
Chaucer, "Samson" in *The Monk's Tale*
"Abraham and Isaac" from *The Chester Mystery Plays*
Betsky, "Hagar's Last Night at Abraham's"
Langland, "Abraham and Moses"
Blake, "The Lamb"

Unit: "Religious Story Part 3: American Indian Myth" (2 weeks)
Weddle, "Sky Woman," "Evil-Minded and Good-Minded," Raven's Deed," "How Fire Came to the Earth"
Schoolcraft, "Mon-Daw-Min, Or the Origin of Indian Corn"
Weddle, "Island of the Dead", "Twins' Journey to the Sun"
Homer, "Kingdom of the Dead"

Unit: "Stories of the American West" (2 weeks)
Ballad: "The Wife Wrapped in a Wether's Skin," "Dandoo," "The Buffalo Skinners," "Jesse James"
Folklore of the Settlers and Their Descendants
Novel: Shaefer, *Shane*
Poetry: Lieterman, "I Am an American"; Yeoman, "Navajo Prayer"; Wood, "Brian O'Lin"; Harte, "Chiquita"

URE	LANGUAGE	COMPOSITION
logy osis Surprise" and Philemon" y Part 2: Literature" nt n" in The aac" from stery Plays Last Night ham and Moses" o" y Part 3: Myth" (2 weeks) man," "Evil-Minded d," Raven's Deed," to the Earth" on-Daw-Min, Or the n Corn" of the Dead", y to the Sun" of the Dead" American West" ife Wrapped in n," "Dandoo," kinners," "Jesse Settlers and Their , Shane man, "I Am an man, "Navajo "Brian O'Lin"; a"		

LITERATURE	LANGUAGE
Unit: "Autobiography" (4 weeks) The Autobiography of Benjamin Franklin	

LANGUAGE

COMPOSITION

in

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (*Grades 1-12*)

LITERATURE

Unit: "The Making of Heroes: The Nobleman in Western Culture" (8 weeks)
Passages from *Iliad* (Achilles), *Aeneid* (Aeneas), Malory's *La Mort D'Arthur* (Sir Gawain and Sir Lancelot)
Harte, "The Outcasts of Poker Flat"
Track A
Crane, *The Red Badge of Courage*
Tracks A & B
Boulle, *The Bridge Over the River Kwai*
Frank, *The Diary of a Young Girl*
Lee, *To Kill a Mockingbird*
Tracks A, B, & C
Hemingway, *The Old Man and the Sea*
Tracks B & C
Rawling, *The Yearling*
Washington, *Up From Slavery*
Track C
Hope, *The Prisoner of Zenda*
Scott, *God Is My Co-Pilot*

Unit: "The Epic Hero" (4 weeks)
Tracks A & B
Beowulf
The Song of Roland
Track C
Short passages from *Beowulf*

Unit: "Journey Novel Hero: The Picaro" (4 weeks)
Track A
Dickens, *The Pickwick Papers*

LANGUAGE

Unit: "Syntax" (6 weeks)
Inductive method
Review of form clas
10 kernel sentences
(2) N-be-Adv., (3)
(4) N-be-Adj. (5) N-
(6) N-become-N, (7)
(8) N-give-N-N, (9)
N-N, (10) N-elect-N-
Headwords
Finding patterns in
subordinates
Verbals
Compounding element
patterns

Unit: "Words and Their Me
(3 weeks)
The nature of meani
for learning words,
words
Investigation to se
context, exposure,
verbal explanation
In teacher's packet
Theory of Meaning,"
"The Meaning of a

s: The
Culture"

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Beowulf

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ck Papers

LANGUAGE

Unit: "Syntax" (6 weeks)
Inductive method
Review of form classes
10 kernel sentences: (1) N-V, (2) N-be-Adv., (3) N-V-Adj., (4) N-be-Adj. (5) N-V-N, (6) N-become-N, (7) N-be-N, (8) N-give-N-N, (9) N-consider-N-N, (10) N-elect-N-N
Headwords
Finding patterns in sentences with subordinates
Verbals
Compounding elements of basic patterns

Unit: "Words and Their Meanings" (3 weeks)
The nature of meaning: sources for learning words, how we learn words
Investigation to secure meaning: context, exposure, examples, verbal explanations, dictionary
In teacher's packet Ryle, "The Theory of Meaning," and Austin, "The Meaning of a Word"

COMPOSITION

At least one composition from each literature unit relating to the central theme of the year's work - the heroic qualities of justice, courage, and control - to help students learn to write with honesty, to express ideas of value and to support them with evidence gained from reading and experience
Ideas organized in logical sequence
Investigation related to syntax
Concentration on content, unity, and cohesion of the paragraph

LITERATURE LANGUAGE

Tracks A & B
Cervantes, Don Quixote (abridged)
Le Sage, Gil Blas
Tracks A, B, & C
de Oni's translation of
Lazarillo de Formes
White, The Sword and the
Stone

Unit: "The Historical Novel Hero"
(4 weeks)
Track A
Dickens, A Tale of Two Cities
Tolstoy, War and Peace
Track B
Forbes, Johnny Tremain

Unit: "The Heritage of the Frontier"
(4 weeks) Choose one
Twain, Roughing It
Sandberg, Prairie Town Boy
Garland, A Son of the Middle
Border
Parkman, The Oregon Trail

GRADE 8 (2)

	LANGUAGE	COMPOSITION
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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

(Concept of genre)
Unit: "The Kinds: Attitude, Tone,
Perspective"
Epigram
Limerick
The Parable
"The Good Samaritan"
"The Rich Man & Lazarus"
"The Two Foundations"
The Fable
de la Fontaine, "The Council Held
by the Rats"
Aesop, "Belling the Cat"
Thurber, "The Little Girl and
the Wolf"
The Pastoral
Theocritus, "Daphnis and
Damoetas"
Herrick, "To the Maids That
Walk Abroad"
Swift, "A Gentle Echo on
Woman"
The Ode
Pindar, "The First Olympian"
Shelby, "To a Skylark"
Jerome, "Uncle Podger Hangs
a Picture" from *Three Men
in a Boat*
White, "Mary White"
Webb, "Birds in Flight"
Excerpts from:
Hudson, *Birds in Town and
Village*
Thoreau, *Walden*
Gilbert, *The Gondoliers*
Masters, *Spoon River, Anthology*

LANGUAGE

Unit: "The History of Langua
(Grade 8, 9, or 10)
Picture of language a
and continually chang
A series of questions
foreign influences,
syntax of Early Mode
Middle English, Old

Unit: "Dialect"
Marckwardt, "Regional
Variations"
McDavid, "The Dialect
American English"

Unit: "Phonology" (3 weeks)
Phonemic alphabet of
English
Stress
Pitch
Juncture

Unit: "Snytax and the Rheto
the Sentence"
Transformations
Relocation (movement
tactical elements to
clarity and exactnes
fication)
Elimination (tautolog
extraneous or irrele
Expansion (illustrati
fication, emphasis,
repetition)

ROJECT ENGLISH (Grades 1-12) GRADE 9

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Three Men

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Flight"

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ndoliers
River, Anthology

LANGUAGE

Unit: "The History of Language"
(Grade 8, 9, or 10)
Picture of language as an orderly and continually changing phenomenon
A series of questions: origins, foreign influences, word forms, syntax of Early Modern English, Middle English, Old English

Unit: "Dialect"
Marckwardt, "Regional and Social Variations"
McDavid, "The Dialects of American English"

Unit: "Phonology" (3 weeks)
Phonemic alphabet of Modern English
Stress
Pitch
Juncture

Unit: "Snytax and the Rhetoric of the Sentence"
Transformations
Relocation (movement of syntactical elements to attain clarity and exactness of modification)
Elimination (tautologies, extraneous or irrelevant)
Expansion (illustration, amplification, emphasis, desirable repetition)

COMPOSITION

Unit: "Uses of Language"
Directive
Informative
Expressive
Contractive
Imaginative
Cohesive
Composition principles

LITERATURE LANGUAGE

Unit: "Satire: Formal and Menippean"
Irony
Shelby, "Ozymandias"
Whitman, "When I Heard a Learned Astronomer"
Southey, "The Battle of Blenheim"
Sassoon, "Does It Matter?" "They," "Base Details"
Parody
McGinley, "Death at Suppertime"
Longfellow, "The Children's Hour"
Direct attacks satire
Horace, "On Avarice"
Pope, "On Lousy Writers"
Animal fable satire
Aesop
Thurber, "The Rabbits Who Caused All the Trouble"
Langland, "Belling the Cat"
Swift, "The Spider and The Bee"
Orwell, *Animal Farm*
"Human fable" satire
Cummings "of Ever-Ever Land i speak"
Wibberley, *The Mouse That Roared*

Unit: "Idea of a Play: The Greek, The Renaissance, the Modern"
Aristophanes, *The Frogs* (selections)
Beaumont and Fletcher, *Knight of the Burning Pestle*
Wilder, *Our Town*

Unit: "Comedy"
Excerpts from:
Connelly, *The Green Pastures*
Kerr, *Our Hearts Were Young & Gay*
Lindsay and Crouse, *Life With Father*

LANGUAGE

COMPOSITION

LITERATURE

LANGUAGE

Galbrarth and Carey, *Cheaper by the Dozen*
Wilde, *The Importance of Being Earnest*
Shaw, *Arms and the Man*
Shakespeare, *Twelfth Night*
Plautus, *The Rope*

Unit: "The Epic"
Rees translation of *The Odyssey* (Rouse translation for slower students)
Masefield, "The Surprise"
Grimm, "The Owl"
Tennyson, "Ulysses"

RE	LANGUAGE	COMPOSITION
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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

Unit: "Man's Picture of Nature"
(11 weeks)
Science and religion
- Einstein, "About Religion,"
- "Religion and Science: Irreconcilable?"
- Weil, "Forms of the Implicit Love of God"

American Indian tradition
Classical tradition
- Greek nature myth: Odyssey, Book XII
- Renaissance nature myth: Spencer, Faerie Queen, Book II
- Roman nature myth: Virgil, Aeneid, Books I & X
- Ladder of love: excerpt from Plato's Symposium
- The piper at the gates of dawn: excerpt from Grahame's The Wind in the Willows

Hebraic - Christian tradition
- Johnson, "The Creation"
- Psalms 8, 18, 104
- Matthew, Chapter 6
- St. Francis, "The Canticle of the Sun"
- Excerpt from Dante's Divine Comedy
- Weil, Waiting for God

The age of reason
- Berkeley, "Principles of Human Knowledge"
- Excerpts from Paley's Natural Theology and Pascal's Notes on Religion and Other Subjects

LANGUAGE

Unit: "The Rhetoric of the Sentence"
A new approach to rhetoric (Christensen's)
The principles of addition (modifiers)
Levels of structure (multilevel sentences)

Unit: "The Rhetoric of the Paragraph"
Exposition
Coordinate, subordinate, and mixed sequences in paragraphs

LANGUAGE

Unit: "The Rhetoric of the Sentence"
- A new approach to rhetoric (Christensen's)
- The principles of addition (modifiers)
- Levels of structure (multilevel sentences)

Unit: "The Rhetoric of the Paragraph"
- Exposition
- Coordinate, subordinate, and mixed sequences in paragraphs

COMPOSITION

Unit: "Rhetoric: Induction and the Whole Composition"
- Kinds of writing
- Kinds of problems in writing
- Invention: Finding Something to Say
- Logic: Being Clear About What You Need to Know
- Arrangement: Finding a Way to Say It
- Composition exercises

LITERATURE

LANGUAGE

The romantic movement
Blake, "The Tiger," "The Lamb"
Keats, "To Autumn"
Wordsworth, "Lines Written in Early Spring," "The Tables Turned," "The World Is Too Much with Us"
Byron, Childe Harold's Pilgramage, Canto IV, Stanza CLXXVII
Coleridge, "Animal Poetae"
The modern dilemma
Crane, The Open Boat

Unit: "The Leader and the Group" (9 weeks)
Golding, Lord of the Flies
Machiavelli, The Prince
Shakespeare, Julius Caesar
Kennedy, Profiles in Courage
Guareschi, The Little World of Don Camillo
Passages from:
Aristotle, Ethics and Politics
Cicero, Laws and Republic
St. Augustine, The City of God
John of Salisbury, Policraticus
Machiavelli, Discourses
Locke, Second Treatise on Civil Government
Jefferson, Letters, Collected Writings

Unit: "Sin and Loveliness" (9 weeks)
Hawthorne, "Young Goodman Brown"
Conrad, "The Lagoon"
Steinbeck, The Pearl
Coleridge, "The Rime of the Ancient Mariner"
Hardy, Return of the Native or
Tolstoy, Resurrection

LANGUAGE

COMPOSITION

LITERATURE	LANGUAGE
Unit: "Tragedy" (9 weeks) Ancient: Sophocles, Oedipus the King Book of Job Elizabethan: Marlowe, Doctor Faustus Modern: Synge, "Riders to the Sea"	

LANGUAGE

COMPOSITION

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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (*Grades 1-12*)

LITERATURE

Unit: "Individualism and Nature" (Transcendentalism)
Emerson, "The American Scholar," "The Divinity School Address," "Compensation," "Self-Reliance," "The Over-Soul"
Thoreau, *Walden*, "On the Duty of Civil Disobedience"
Whitman, *Leaves of Grass* (26 selected poems)
Dickenson, *Poems*, published by Dell

Unit: "Sin and Loneliness"
Hawthorne, *The Scarlet Letter*
Melville, *Billy Budd*
Twain, *The Adventures of Huckleberry Finn*
Faulkner, *The Unvanquished*

Unit: "Satire: American Materialism"
Lewis, *Babbitt*
Fitzgerald, *The Great Gatsby*
Eliot, *The Waste Land*
A study of satiric techniques

Unit: "Man and Nature: The Search for Form"
Cather, *My Antonia*
Frost, *Robert Frost's Poems*, published by Washington Square Press

LANGUAGE

Unit: "'Meaning': Looking at the
Analysis of several essays t
we say, to work with analog
realize that there is more t
own ideas

LANGUAGE COMPOSITION

Unit: "'Meaning': Looking at the Drift - The Meaning of the Whole"
Analysis of several essays to develop a method to learn to look at what we say, to work with analogies and contraries, to stress content, to realize that there is more than one point to the whole essay, to use our own ideas

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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (*Grades 1-12*)

LITERATURE

LANGUAGE

Unit: "The Writer and the Class System: The Social Novel"
Austen, *Pride and Prejudice*
Dickens, *Great Expectations*
Hardy, *The Mayor of Casterbridge*

Unit: "Senecan Revenge Tragedy"
Seneca, *Thyestes*
Kyd, *The Spanish Tragedy*
Shakespeare, *Hamlet*

Unit: "The Christian Epic"
Spenser, *The Faerie Queene*, Book I
Milton, *Paradise Lost*

Unit: "Restoration and Augustan Satire"
Direct attack
Dryden, "Essay on Satire," "On Lazy Students and 'Rich Kids'"
Swift, "A Description of a City Shower," "Verses on the Death of Dr. Swift, D.S.P.D."
Pope, "To Augustus," "The First Epistle of the First Book of Horace," "The Second Satire of the Second Book of Horace"
Human fable
Dryden, "The Nature of Menippean Satire," "Absalom and Achitophel"
Swift, "The Tale of Peter, Martin, and Jack" from a *Tale of a Tub*, "A Modest Proposal," *Gulliver's Travels*, Books I, II, III
Animal fable
Mandeville, "Fable of the Bees"
Dryden, *The Hind and the Panther*

(Grades 1-12)

GRADE 12

LANGUAGE

COMPOSITION

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LITERATURE LANGUAGE

Swift, "The Fable of the Spider
and the Bee," Gulliver's Travels,
Book IV
Parody
Pope, The Rape of the Lock

Unit: "The Writer as Rebel and Prophet:
Poetry of the Early Nineteenth
Century"
Re-examination of nature
Blake, "The Lamb," "The Tiger"
Wordsworth, The Prelude, Book
VIII, "Tintern Abbey"
Coleridge, "The Lime Tree Bower
My Prison"
Keats, "To Autumn"
The revolot against society
Wordsworth, The Prelude, Books
IX, XI
Blake, "Holy Thursday," "The
Chimney Sweeper"
Shelly, Prometheus Unbound, Act
III, Sc. IV; Act IV, Sc. I
Byron, "The Prisoner of Chillon"
The function of poetry and the power
of imagination
Wordsworth, "Expostulation and
Reply," "The Tables Turned,"
The Prelude, Books XII, XIV
Coleridge, "The Eolian Harp,"
"Kubla Kahn"
Shelly, "To a Skylark"
The sonnet
Wordsworth, "London, 1802,"
"It Is a Beauteous Evening,"
"Composed Upon Westminster Bridge"
Shelly, "England in 1819,"
"Ozymandias"
Keats, "When I Have Fears," "On
First Looking Into Chapman's Homer"

GRADE 12 (2)

LANGUAGE

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LITERATURE	LANGAUGE
The ode	
Coleridge, "Dejection: An Ode"	
Shelly, "Ode to the West Wind"	
Keats, "Ode to a Nightingale," "Ode to a Grecian Urn"	
Wordsworth, "On Intimations of Immortality"	
The metrical romance	
Coleridge, "The Rime of the Ancient Mariner," "Christabel"	
Keats, "La Belle Dame Sans Merci," "The Eve of St. Agnes"	

LANGAUGE

COMPOSITION

University of Nebraska Project English (Grades 1-12)

Appraisals of project

Dr. Albert R. Kitzhaber in College Composition and Communication, Octobe

"Fine elementary school materials, especially those in literature a analysis and understanding fostered by the materials, the literary integ exhibit are quite as new in their way to mass public education, quite as tional grammar."

glish (Grades 1-12)

llege Composition and Communication, October, 1967:

aterials, especially those in literature and composition ... the kind of literary
tered by the materials, the literary integrity, and the careful sequence they
eir way to mass public education, quite as much without precedent, as transforma-

NORTHERN ILLINOIS UNIVERSITY CURRICULUM CENTER PROJECT ENGLISH

"Materials and Methods for Teaching Structural and Generative Gramma

Phonology

15-day unit in phonemics
Suprasegmental phonemes

Morphology

Parts of speech
Morphemics and vocabulary study
Derivational suffixes

History of the Language

History of the sounds of English (4 days)
Development of grammatical signals of Modern English (10 days)
Historical development of English spelling (5 days)
Etymology (10 days)

Transformational Grammar for High School

Introduction to transformational grammar (5 days)
Phrase structure rules (10 days)
Double-base and single-base transformations (5 - 20 days)
Transformational grammar and writing

Students reported materials in phonology and morphology useful in sp
reactions as to the relevance of the history and transformational gr
that transformational grammar had helped their students' writing, bu
reasons underlying their students' errors, and it made students more

TY CURRICULUM CENTER PROJECT ENGLISH

Teaching Structural and Generative Grammar"   566 pages developed

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lary study

of English (4 days)
ical signals of Modern English (10 days)
of English spelling (5 days)

r High School

formational grammar (5 days)
(10 days)
e-base transformations (5 - 20 days)
mar and writing

s in phonology and morphology useful in spelling, punctuation and diction. They had mixed
nce of the history and transformational grammar to their writing. Teachers could not say
nar had helped their students' writing, but it did give teachers an understanding of the
tudents' errors, and it made students more sensitive to these writing errors.

Northwestern University Curriculum Center in English (Grades 7-12)

Lessons in the Basic Processes in Composition

Ten lessons requiring students to examine writing models by professiona
(Time: three two-week segments)

Classification and Individualization

Introductory Lessons - Stages of Observation, Classification, Individua

Lesson I - Classification: Its Meaning and Process
Lesson II - Exercises in Classifying; Classifying Actions
Lesson III - Using Classifying Details for Accurate Reporting
Lesson IV - Review and Reinforcement
Lesson V - The Communication Situation
Lesson VI - Models on the Communication Situation
Lesson VII - Classifying, Individualizing, and Writer's Intention
Lesson VIII - Individualization
Lesson IX - Reinforcing Exercises in Individualization
Lesson X - Writer's Attitude and Choice of Terms

nter in English (Grades 7-12) Grade 7

position

o examine writing models by professional authors and to write original compositions

tion

Observation, Classification, Individualization

Its Meaning and Process
ifying; Classifying Actions
Details for Accurate Reporting
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Situation
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idualizing, and Writer's Intention

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and Choice of Terms

Northwestern University Curriculum Center in English (Grades 7-12)

Lessons in the Basic Processes in Composition

Eight lessons requiring students to examine writing models by profess

Reporting Sensory Impressions

Lesson I - Sensory Impressions
Lesson II - Reporting Tactile Sensations
Lesson III - Analysis for Sensory Impressions
Lesson IV - Sounds
Lesson V - Odor Sensations
Lesson VI - Describing Movement
Lesson VII - Remembered Impressions; Abstractions
Lesson VIII - The Writing Process

lum Center in English (Grades 7-12)   Grade 8

in Composition

dents to examine writing models by professional authors and to write original compositions

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Sensory Impressions

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Northwestern University Curriculum Center in English (Grades 7-12)

Lessons in the Writing Process (instruction in journalistic prose)

Unit: "Introduction to the Writing Process"

Oral language
Nature of words
Written language
Tracing the growth of an article

Unit: "The Journalistic Report" (5 lessons)

Simple forms of reporting

Unit: "The Journalistic Analysis" (11 lessons)

Analysis of Brier's "A Thunderbolt and Churchill"
Comparison of two analytic essays
Writing analyses

Unit: "The Journalistic Evaluation" (10 lessons)

Subject matter that can be developed in evaluative writing
Structural and organizational characteristics of evaluation
Logical process in evaluation
Criticizing one's own evaluative writing

iculum Center in English (Grades 7-12) Grade 9

ss (instruction in journalistic prose)

Writing Process"

n article

ort" (5 lessons)

ng

lysis" (11 lessons)

Thunderbolt and Churchill"
tic essays

luation" (10 lessons)

be developed in evaluative writing
tional characteristics of evaluation
uation
valuative writing

Northwestern University Curriculum Center in English (Grades 7-12)

Writer and Audience

A two-unit teaching guide presenting study notes and writing problems developed aroun students in establishing a voice, or "persona", and in identifying an effective au

Unit: "Identifying the Writer"

- Character-revelation in plays
- The author strikes a pose
- Voice (persona) defines vision (writer's way of looking at things in general and the "things in general") in poetry and mass media
- Young voices (student writers)

Unit: "Identifying the Audience"

- A process described differently for four different audiences
- The establishment of an audience
- The development of one theme through several different materials
- Different tones of one voice (adapting to different audiences)
- The voices of public men

ting study notes and writing problems developed around writing models to help
ce, or "persona", and in identifying an effective audience

writer's way of looking at things in general and the specific subject as part of
and mass media

for four different audiences

ough several different materials
apting to different audiences)

Northwestern University Project English (Grades 7-12)

Appraisal

Dr. Albert R. Kitzhaber in *College Composition and Communication*, October

"Excellent composition units ... systematic and perceptive instructi

Dr. G. Robert Carlsen, University of Iowa, in *English Journal*, October, 1

"Northwestern suggests ... attention to the steps in the writing pro
audience, and situation. There is also a healthy emphasis on establishin
that will encourage experimentation with linguistic resources instead of
than frigid correctness. These developments seem to offer the most provo

lish (Grades 7-12)

ege Composition and Communication, October, 1967:

s ... systematic and perceptive instruction in the composing process."

y of Iowa, in English Journal, October, 1967:

attention to the steps in the writing process and to interaction of style,
is also a healthy emphasis on establishing the kind of classroom environment
ion with linguistic resources instead of the kind that fosters little more
developments seem to offer the most provocative new ideas in composition."

OHIO STATE UNIVERSITY PROJECT ENGLISH (GRADES 9-10)

"The Effect of a Study of Transformational Grammar on the Writing of Nin

Two-year experiment at the Ohio State University School with 50 ninth-gr
Samples of writing of the experimental and control group collected durin
three months of the experimental period and analyzed for (1) structura
well-formed to malformed sentences, and (3) the trend in the frequency
occured.

Prose Analysis for Assessment of the Grammatical Quality of Sentences

Embedding Transformations

Noun Expansion

1. Relative Clause (Be): I admire my English teacher, who is a scho
2. Adjective (by deletion and obligatory placement): A handsome la
3. Relative Clause (Have): The book which had no index.
4. With-phrase: A book with an index.
5. Relative Clause (Vb): The boy who scored the touchdown.
6. Cumulative Adjective (by deletion and optional placement): A sm
7. Compounds: He stepped into the building.
8. Genitive: The horse's mouth/The mouth of the horse

Noun Replacement

9. That + S as subject: That I am failing the course disturbs me.
10. (That) $\overline{S}$ as object: I know he is a diligent student.
11. WH and S as subject: What he has already learned astonishes me.
12. WH and S as object: I know what annoys him.
13. WH and Inf. as subject: What to visit at the Fair is a problem.
14. WH and Inf. as object: My counsin knows what to visit.
15. Nominal Inf. of Obligation: Here is a book for you to know.
16. Inf. as subject: To appear on television is an exciting experie
17. Inf. as object: I tried to answer the question intelligently.
18. Inf. of purpose: The exercises are designed to help you.
19. Gerundive Nominal: Tom's hot-rodding disturbed his mother.
20. Gerundive Nominal of Purpose: I have a knack for getting into t
21. Abstractive Nominal: His eagerness to depart surprised me./I ad

Y PROJECT ENGLISH (GRADES 9-10)

dy of Transformational Grammar on the Writing of Ninth and Tenth Graders"

at the Ohio State University School with 50 ninth-graders (and as tenth graders).
f the experimental and control group collected during first three months and the last
e experimental period and analyzed for (1) structural complexity, (2) the proportion of
ormed sentences, and (3) the trend in the frequency and kinds of misoperations that

ssessment of the Grammatical Quality of Sentences

rmations

se (Be): I admire my English teacher, who is a scholar.
deletion and obligatory placement): A handsome lad.
se (Have): The book which had no index.
A book with an index.
se (Vb): The boy who scored the touchdown.
jective (by deletion and optional placement): A smiling girl.
e stepped into the building.
e horse's mouth/The mouth of the horse

ubject: That I am failing the course disturbs me.
bject: I know he is a diligent student.
ubject: What he has already learned astonishes me.
bject: I know what annoys him.
s subject: What to visit at the Fair is a problem.
s object: My counsin knows what to visit.
of Obligation: Here is a book for you to know.
ct: To appear on television is an exciting experience.
t: I tried to answer the question intelligently.
se: The exercises are designed to help you.
inal: Tom's hot-rodding disturbed his mother.
inal of Purpose: I have a knack for getting into trouble.
Nominal: His eagerness to depart surprised me./I admire the girl's reluctance to go.

OHIO STATE UNIVERSITY PROJECT ENGLISH (GRADES 9-10)

Adjective Expansion

22. Adjective and Inf.: You are free to get an education.
23. Adjective and That clause: I am happy that you have enrolled
24. Adjective and Gerundive: Lures are excellent for catching f

Verb Expansion

25. VTa: I caught him stealing the money.
26. VTb: I prevented him from stealing the money.
27. VTc: I advised him to return the money.
28. VTd: I considered him to be a thief.
29. VTe: I let him return the money.
30. VTf: I called him a fool.
31. VTg: I made him angry.
32. VTh: I put the car in the garage.
33. Vin and C: I kept on talking.

Adverbial Replacement

34. Adverbial Replacement in Loc, Tm, Mot, or Man: You may go wh
35. Adverbial Replacement (¢): He is happy because she smiled at

Adverbial Expansion

36. Adverbial Expansion of Man and C: The lawyer spoke so rapid

CONJOINING TRANSFORMATIONS

37. Conjoining: The boat sank but nobody drowned.

DELETING TRANSFORMATIONS

38. Common elements deletion: His lonely hotel seemed cold and h
39. WH and BE deletion: The boy who is starting at quarterback
40. Adverbial embedment deletion: As if he had been asked, he sa

SIMPLE TRANSFORMATIONS

41. Passive: The boy hit the ball. - The ball was hit (by the bo

re free to get an education.
: I am happy that you have enrolled.
Lures are excellent for catching fish.

g the money.
stealing the money.
urn the money.
be a thief.
money.

garage.
ing.

oc, Tm, Mot, or Man: You may go wherever you wish.
He is happy because she smiled at him.

and C: The lawyer spoke so rapidly that he confused the jury.

k but nobody drowned.

His lonely hotel seemed cold and his lonely hotel seemed damp.
boy who is starting at quarterback is in my class.
ion: As if he had been asked, he sat down to dinner with us.

ball. - The ball was hit (by the boy).

42. It-Inversion: It is surprising that we won the game.
43. There-Inversion: There is a thief among us.
44. Question: Are you going to the game?
45. Negation: He did not see the mirage in the desert.
46. Negation-shift: I advised him not to enroll.- I didn't (di

The sentence evaluation techniques consisted of three scores: str
sentences, and error change (misapplication of a transformationa
another is required, use where none is needed, omission of a req

CONCLUSIONS OF THE STUDY

1. High school students can learn the principles of generativ
2. A knowledge of generative grammar enables students to incre
formed sentences they write.
3. Statistical analysis suggests, but does not prove, that the
generative grammar and an ability to produce well-formed se
4. The grammar of English is never fully mastered.
5. A knowledge of generative grammar can enable students to re
writing.

rprising that we won the game.
is a thief among us.
g to the game?
ee the mirage in the desert.
sed him not to enroll.- I didn't (did not) advise him to enroll.

ques consisted of three scores: structural complexity, proportion of well-formed
(misapplication of a transformational operation, use of one transformation when
re none is needed, omission of a required transformation).

n learn the principles of generative grammar.
ve grammar enables students to increase significantly the proportion of well-
rite.
ggests, but does not prove, that there is a relation between a knowledge of
an ability to produce well-formed sentences of greater structural complexity.
is never fully mastered.
ve grammar can enable students to reduce the occurrence of errors in their

UNIVERSITIY OF OREGON CURRICULUM CENTER (Grades 7-12)

LITERATURE

Literature as expression of ideas. It has subject, form, and point of view.

Unit: "What Goes on in Literature?"
Southey, "Bishop Hatto"
Russell, "The Price of the Head"

Unit: "Traditional Ballads"
"Get Up and Bar the Door"
"The Wife of Usher's Well"
"Barbara Allen's Cruelty"
"Lord Randall"
"Edward, Edward"
"Johnnie Armstrong"
"Sir Patrick Spens"
"The Devil and the Farmer's Wife"
"John Henry"
"Gerry's Rocks"
"The Tenderfoot"

Unit: "Literary Ballads"
Housman, "Farwell to Barn and Stack and Tree"
Kipling, "Danny Deever," "Ballad of East and West"
von Goethe, "The Erl-King"
Service, "The Creation of Sam McGee"
Noyes, "The Highway"
Lanier, "The Revenge of Hamish"
Browning, "The Pied Piper of Hamelin"
Southey, "The Inchcape Rock"
Tennyson, "The 'Revenge'"
Morris, "The Haystack in the Floods"
"Abdul Abulbal Amir"

Unit: "Fables, Parables, and Proverbs"
Aesop, "The Fox and the Grapes," "The Hare and the Tortoise,"

LANGAUGE

- Transformation grammar
  - Phrase rules
    - Sentence
    - Noun phrase
    - Verb phase
    - Main verb phrase
    - Auxiliary
    - Tense
  - Manner adverbials
  - Place adverbials
  - Time adverbials
- Dialects
- Usage (agreement and verb for
- Punctuation
- Spelling: rules, the apostro troublesome pairs, word lis
- Dictionary

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LANGAUGE

- Transformation grammar
  - Phrase rules
    - Sentence
    - Noun phrase
    - Verb phase
    - Main verb phrase
    - Auxiliary
    - Tense
  - Manner adverbials
  - Place adverbials
  - Time adverbials
- Dialects
- Usage (agreement and verb forms)
- Punctuation
- Spelling: rules, the apostrophe, troublesome pairs, word lists
- Dictionary

COMPOSITION

- Rhetoric as substance, structure, style
- Journals
- Observation (using the senses, description of people)
- Comparison
- Dialogue
- Using one's own experiences in narration and description

LITERATURE

LANGUAGE

"The Ant and the Grasshopper,"
"The Lion and the Mouse," "The Dog and the Wolf"
Krilof, "The Elephant in Favor"
Thurber, "The Birds and the Foxes"
St. Matthew, "The Sower"
St. Luke, "Prodigal Son"

Unit: "Mythology"
Greek
Drake, "The Creation," "The Golden Age," "The War in Heaven," "The Reign of Zeus," "Prometheus Creates Man," "Prometheus Brings Fire to Man," "The Punishment of Prometheus," "Pandora's Box," "Deucalion and the Flood"
Groves, "The Labors of Heracles," "Orpheus," "Daedalus," "Bellerophon," "Jason and the Golden Fleece," "Perseus"
Norse
Coolidge, "The Creation," "The Fenris Wolf," "Hymer's Caldron," "Thor and the Giant King," "Baldur, the Beautiful"
"The Twilight of the Gods"

Unit: "The Folktale"
The Cinderella Theme
"Jack Frost" (Russian)
Yutang, "Cinderella"(Chinese)
The Beauty and the Beast Theme
"The Small-Tooth Dog" (English)
"The Frog Princess" (Russian)
The Ugly Duckling Theme
"The Enchanted Princess" (German)
"Ivan the Simpleton" (Russian)

Unit: "Short Stories"
Kipling, "The White Seal"
Bradbury, "The Flying Machine"
Connell, "The Most Dangerous Game"

LANGUAGE

COMPOSITION

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se," "The

in Favor"
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Gods"

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Chinese)
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(Russian)

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Machine"
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LITERATURE	LANGUAGE
Poe, "The Tell-Tale Heart"	
Brown, "The Fifty-first Dragon"	
Steinbeck, "The Gift"	
Buck, "The Old Demon"	
Saki, "The Interlopers"	
Jackson, "Charles"	
Daudet, "The Last Lesson"	
Saroyan, "Locomotive 38, the Ojibway"	
Merimee, "Mateo Falcone"	
Lessing, "Through the Tunnel"	

GRADE 7 (3)

LANGUAGE

COMPOSITION

UNIVERSITY OF OREGON CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

Unit: "Narrative Poetry"
Auden, "The Quarry"
Scott, "Lochinvar"
Southey, "The Battle of Blenheim"
Arnold, "The Forsaken Merman"
Frost, "Out, Out--" "The Runaway"
Byron, "The Prisoner of Chillon," "The Destruction of Sennacherib"
Tennyson, "The Charge of the Light Brigade," "The Lady of Shalott"
Noyes, "The Ballad of Dick Turpin"
Masefield, "Spanish Waters"
Longfellow, "The Skeleton in Armor"
Keats, "La Belle Dame Sans Merci"

Unit: "Lyric Poetry"
Dickinson, "A Narrow Fellow in the Grass," "Success Is Counted Sweetest," "There Came a Wind"
Hardy, "The Man He Killed"
Coffin, "The Crystal Moment"
Frost, "Stopping by Woods on a Snowy Evening," "Dust of Snow"
Masefield, "Sea-Fever"
Tennyson, "The Eagle," "Flower in a Crannied Wall"
Longfellow, "The Tide Rises, the Tide Falls"
"Psalm 104"
"Job" 39: 19-25
Eliot, "Prelude #1"
Keats, "The Grasshopper and the Cricket"
de la Mare, "All but Blind"
Stephens, "The Shell"
Swenson, "The Centaur"
Wilbur, "Digging for China"
Sandburg, "Arithmetic"

LANGUAGE

- Transformation grammar
  - Deep structure (kernel sentence)
  - Surface structure resulting from change made in deep structure=transformation
    - Compounds
    - Deletions
    - Sentences within sentences: adjectives
    - Embedded sentences:
      - relative clauses,
      - place adverbials,
      - appositives,
      - possessives
  - Writing systems: picture, logographs (Chinese), phonetic
  - Features of sounds
  - Usage: verb forms, pronoun agreement
  - Punctuation
  - Spelling: rules, troublesome pairs, word lists

GRADE 8

LANGUAGE

- Transformation grammar
  - Deep structure (kernel sentence)
  - Surface structure resulting from change made in deep structure=transformation
    - Compounds
    - Deletions
    - Sentences within sentences: adjectives
    - Embedded sentences:
      - relative clauses,
      - place adverbials,
      - appositives,
      - possessives
  - Writing systems: picture, logographs (Chinese), phonetic
  - Features of sounds
  - Usage: verb forms, pronoun agreement
  - Punctuation
  - Spelling: rules, troublesome pairs, word lists

COMPOSITION

- Rhetoric: substance, structure, and style
- Expository writing
- Narrative writing
- Creating humor
- Creating suspense
- Creating drama
- Persuasion

LITERATURE

LANGUAGE

Unit: "Nonfiction"

- Autobiography
  - Thomas, "Conversation About Christmas"
  - Lee, "The Kitchen"
  - Bowen, "Dancing in Daylight"
  - Stegner, "The Dump Ground"
  - Golding, "The English Channel"
  - Douglas, "Deep Water"
- Travel and Adventure
  - Excerpts from:
    - Ridgway, Rowing the Atlantic
    - Nansen, Farthest North
    - Lindbergh, We
    - Byrd, Alone
    - de Saint-Expuery, Wind, Sand and Stars
- Reportage
  - Excerpts from:
    - Churchill, The Battle of Britain
    - Murrow, In Search of Light
  - Lawrence, "Dawn Over Zero"
  - "United States War Department Release on New Mexico Test, July 16, 1945"

Unit: "The Short Story"

- Bradbury, "The Fog Horn"
- Stegner, "The Wolfer"
- Poe, "The Cask of Amontillado"
- Dahl, "The Wish"
- Saki, "Sredni Vashtar"
- Thurber, "The Greatest Man in the World"
- Hawthorne, "The Gorgon's Head"
- Benet, "By the Waters of Babylon"
- Jackson, "The Break"

Unit: "Drama"

- Glaspell, "Trifles"
- Milne, "The Ugly Duckling"

GRADE 8 (2)

LANGUAGE

COMPOSITION

LITERATURE LANGUAGE

Unit: "The Novel"
London, The Call of the Wild

LANGUAGE

COMPOSITION

University of Oregon Curriculum Center (Grades 7-12)

Literature

Ninth grade theme = the "journey"

Unit: "Reorientation"
Crane "The Open Boat" "Fictionized Autobiography"
Twain, Roughing It (first 41 chapters)

Unit: "Novel"
Hemingway, The Old Man & the Sea

Unit: "The Short Story"
Cather, "Paul's Case"
Jacobs, "The Monkey's Paw"
Lardner, "Haircut"
Poe, "The Cask of Armontillado"

Unit: "Lyric Poetry"
Dickinson, "A Narrow Fellow in the Grass," "There Is No Frigate Like a Book"
Frost, "Dust of Snow," "Stopping by Woods on a Snowy Evening"
Holmes, "Nearing the Snow-Line"
Hood, "I Remember, I Remember"
Housman, "When I Was One-and-Twenty"
Hunt, "Jenny Kiss'd Me"
Keats, "On the Grasshopper & the Cricket," "On First Looking Into Chapman's Homer"
Longfellow, "Ultima Thule"
Masefield, "Sea Fever"
Poe, "Eldorado"
Shakespeare, "Winter"
Tennyson, "The Eagle"
Wordsworth, "She Dwelt Among the Untrodden Ways"
Yeats, "The Lake Isle of Innisfree"

Unit: "Drama"
Shakespeare, The Merchant of Venice

Unit: "Medieval Romance"
Legends of King Arthur

Unit: "Myth"
The Fair Maid of Astolat

Grade 9

Oregon Curriculum Center (Grades 7-12)

ature

grade theme = the "journey"
rientation"
e "The Open Boat" "Fictionized Autobiography"
n, *Roughing it* (first 41 chapters)

el"
ngway, *The Old Man & the Sea*

Short Story"
er, "Paul's Case"
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"The Cask of Armontillado"

ic Poetry"
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On First Looking Into Chapman's Homer"
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ends of King Arthur

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Fair Maid of Astolat

Language

Unit: "Lexicography"
Need for dictionaries
How lexicographies work

Unit: "History of English"
Language change
Historical background of
Early Modern English
Early Modern English
The vocabulary
The grammar

Unit: "Transformation Grammar"
Expansion of transitive verbs
Determiners
Imperatives
Questions
The negative

University of Oregon Curriculum Center (Grades 7-12)

Composition

Unit: "One Day, One Time, One
Exercises on chronologi
use of observations,
a lively manner, desc
Writing models from Twa

Unit: "It's All in Knowing Ho
Process"
Explaining a process or
Writing models from Twa

Unit: "Words, Meanings, Conte
Exercises which place w
contexts to show the
possible for single w
Literature examples: *Th*
"Sale" by Miles, "Jab

Unit: "Generally Speaking"
The principles of gener
qualification and sup
Models: Roosevelt's *Hun*
Pyle's "On the
Beebe's "The Ju
Burder's "The C
Thurber's "What

Unit: "Flight of Fancy"
Acquaints the student w
of view, human and no
Models: "Storm on Land,
Burton Raffel;
Murphy's "The P
Marqius's *the l*
and mehitabel,
Travels

Composition

Unit: "One Day, One Time, One Place"
Exercises on chronological order, use of observations, writing in a lively manner, description, emphasis
Writing models from Twain and Dickens

Unit: "It's All in Knowing How: A Unit on Process"
Explaining a process or an event
Writing models from Twain and Dickens

Unit: "Words, Meanings, Context"
Exercises which place words in different contexts to show the range of meanings possible for single words.
Literature examples: The Merchant of Venice, "Sale" by Miles, "Jabberworky" by Carroll

Unit: "Generally Speaking"
The principles of generalization, qualification and support
Models: Roosevelt's Hunting the Grizzly,
Pyle's "On the Road to Berlin,"
Beebe's "The Jungle Sluggard,"
Burder's "The Children of Conformity,"
Thurber's "What a Lovely Generalization"

Unit: "Flight of Fancy"
Acquaints the student with imagined points of view, human and nonhuman
Models: "Storm on Land, "Translated by Burton Raffel; Wovef's "Flush,"
Murphy's "The Peregrine Falcon,"
Marqius's the lives and times of archy and mehitabel, Swift's Gulliver's Travels

University of Oregon Curriculum Center (Grades 7-12)

Literature

Unit: "Shakespeare's Julius Caesar"
Julius Caesar
Plutarch's Lives (Caesar, Brutus, Mark Antony)

Unit: "Autobiography"
Bowen, "Dancing in Delight"
Churchill, "School Days"
Koestler, "Ahor and Babo," "The Hour Glass"
Lee, "The Kitchen"
McCarthy, "A Tin Butterfly"
O'Connor, "Christmas"
Tolstoy, selections from Childhood, Boyhood, Youth

Unit: "Twentieth Century Lyrics"
Auden, "The Three Companions"
Cummings, "Anyone Lived in a Pretty How Town"
Fitzgerald, "Cobb Would Have Caught It"
Hanson, "Poem," "Motorcyclists"
Jeffers, "Salmon Fishing"
Kizer, "The Great Blue Heron"
Miles, "Sale"
Ramson, "Bells for John Whiteside's Daughter"
Reed, "Naming of Parts"
Roethke, "Dollar," "Night Crow"
Stafford, "Traveling Through the Dark," "Fall Wind"
Thayer, "Lore," "Casey at the Bat"
Wagoner, "The Man of the House," "The Fruit of the Tree"
Williams, "Red Wheelbarrow"
Updike, "Ex-Basketball Player"

Language

Unit: "History of English"
Seventh Century Englis
Julius Caesar
Style, grammar, la
Introduction to Middl

Unit: "Language"
Phrase structure rule
Transformation rules
Phrase structure and t
formation approache
the "reason" adverb,
verbs, "embedding" a
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(Grades 7-12)

Grade 10

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Language

Unit: "History of English"
Seventh Century English
Julius Caesar
Style, grammar, language
Introduction to Middle English

Unit: "Language"
Phrase structure rules (rewrite)
Transformation rules
Phrase structure and transformation approaches applied to the "reason" adverb, complement verbs, "embedding" and conjuctive transformations, "that-noun" clauses, the imperative

University of Oregon Curriculum Center (Grades 7-12)

Literature Contd.

Unit: "Science & Poetry"
Azinov, "Words of Science"
Carson, "The Changing Year," Earth's Green Mantle"
Eddington, "The Milky Way & Beyond"
Frost, "Fragmenting Blue," "Nothing Gold Can Stay," "Desert Places"
Haldane, "On Being the Right Size"
Hopkins, "Spring"
Huxley, "Life's Improbable Likenesses"
Jonson, "It Is Not Growing like a Tree"
Keats, "On the Grasshopper & the Cricket"
McDonald, "The Shape of Raindrops"
Moore, "Legends of the Stars"
Pyke, "The Shape of Snow-Flakes"
Rothke, "Moss Gathering"
Sauer, "Celestial Navigation by Birds"
Stevens, "Anecdote of the Jar"

Unit: "Twain's Huckleberry Finn"

Unit: "Stevenson's The Strange Case of Dr. Jekyll and Mr. Hyde"

Unit: "Short Stories"
Bierce, "Jupiter Doke, Brigadier General"
Crane, "A Mystery of Heroism"
Galsworthy, "The Apple Tree"
O'Henry, "A Double-Dyed Deceiver"
Sillitoe, "On Saturday Afternoon"
Stegner, "Butcher Bird"
Wells, "The Country of the Blind"

Unit: "Epic"
The Odyssey

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Unit: "Some Ac
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Unit: "It's Li
Metaphor
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Unit: "See Wha
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Composition

Unit: "Some Achieve Greatness"
Describing a hero (Parrington's "A Folk Hero," De Voto's "Across the Wide Missouri," Untermeyer's "Albert Schweitzer: Reverence for Life")

Unit: "It's Like This"
Metaphor and analogy
Models: Bacon's "Of Studies," Donne's "Meditations," Huxley's "A Liberal Education," part of a Patrick Henry speech and a Franklin letter

Unit: "See What I Mean?"
Meanings of words
Shakespeare's poem about winter in Love's Labour's Lost, "The Plodder Seam" (author unknown), Eiseley's "How Flowers Changed the World," "Johnny, I Hardly Knew Ye" Shelley's "A Widow Bird Sate Mourning," Tennyson's "The Eagle," "Cockles & Mussels" (author unknown), Shelley's "Ozymandias"

Unit: "Decisions, Decisions"
Lessons on assumptions, patterns of deductive thinking, facts, & value judgments
Models: Excerpt from Twain's The Adventures of Huckleberry Finn, Doyle's "The Speckled Band," Benchley's "Do Insects Think?," Krutch's "What Does Violence Say About Man?"

Unit: "It Rings True"
Imaginative writing that maintains

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Models: Ch
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Composition Contd.

credibility within the imagined
situation plausibility
Models: Chute's *Shakespeare of London,* Shakespeare's *Julius Caesar,* Clark's "The Portable Phonograph," Bishop's "The Reading Machine," Miksch's "Shunpiking on the Moon"

University of Oregon Curriculum Center (Grades 7-12)

Literature

Unit: "Poetry"
- A Way of Saying
  - Annoymous, "The Two Corbies"
  - Blake, "Holy Thursday"
  - Browning, "My Star"
  - Dickinson, "I Heard a Fly Buzz When I Died," "My Life Closed Twice"
  - Donne, "A Validiction: Forbidding Mourning"
  - Hopkins, "Spring & Fall: To a Young Child"
  - Housman, "To an Athlete Dying Young"
  - Keats, "The Eve of St. Agnes," "To Autumn"
  - Poe, "The Raven"
  - Robinson, "Richard Cory"
  - Shakespeare "Winter"
  - Tennyson, "Flower in the Crannied Wall"
  - Walker, "Go Lovely Rose"
- Search for Order
  - Baker, "Sonnet to My Mother"
  - Blake, "The Tiger"
  - Donne, "Song"
  - Eliot, "The Hollow Men"
  - Herrick, "Upon Julia's Clothes"
  - MacLeish, "The End of the World"
  - Meredith, "Lucifer in Starlight"
  - Shakespeare, "Sonnet 73," "Sonnet 85," "Sonnet 29"
  - Tennyson, "Ulysses"
  - Wordsworth, "Composed Upon Westminster Bridge"

Unit: "Prose Fiction"
- Short Story
  - Collier, "The Chaser"
  - Forster, "The Other Side of the Hedge"
  - Hawthorne, "The Minister's Black Veil"
  - Jackson, "The Lottery"
  - Mansfield, "The Garden Party"
  - McCullers, "The Jockey"

Language

Unit: "The Theory of Deep St
- Deep structure in the i
  and passive sentence
  nominalizations, ambi
  deletions

Unit: "Adverbials"
- Prepositional phrases o
  instrument, location,
  reason, frequency, du
- Embedding adverbial cla
  adverbial phrases
- Explanations of structu

Unit: "Derived Adjectives"
- Structure of some words
  "-ing" and "-en"
- Embedding of derived ad

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" "Sonnet 85,"

on Westminster Bridge"

of the Hedge"
's Black Veil"

arty"

Language

Unit: "The Theory of Deep Sturcture"
- Deep structure in the imperative and passive sentence forms, nominalizations, ambiguities, deletions

Unit: "Adverbials"
- Prepositional phrases of manner, instrument, location, direction, reason, frequency, duration
- Embedding adverbial clauses in adverbial phrases
- Explanations of structured ambiguity

Unit: "Derived Adjectives"
- Structure of some words ending in "-ing" and "-en"
- Embedding of derived adjectives

University of Oregon Curriculum Center (Grades 7-12)

Poe, "The Masque of the Red Death"
Salinger, "For Esme-With Love & Squalor"
Steele, "How Beautiful with Shoes"
Steinbeck, "The Chrysanthemums"
Thurber, "The Catbird Seat"

Novel
  Fitzgerald, "The Great Gatsby"
  Hardy, The Mayor of Casterbridge
  Hawthorne, The Scarlet Letter

Unit: "Drama"
Tragedy
  Ibsen, Ghosts
  Shakespeare, Macbeth
  Sophocles, Oedipus the King

Comedy
  Shaw, Major Barbara
  Sheridan, The Rivals

Composition

Unit: "Opinion in Writing
Lessons on arriving
separating opinion
assertion, writing
Models: Shapely's
  Adjustment," Dil
  We Seven by Carp
  Lewis's "The La
  Casey's "The Mas
  "Faith, Knowledg

Unit: "The Audience"
Knowledge and inte
  audiences
Models: Morris's
  Constitution, K
  The American Co
  Origins & Devel
  "Advice to a Ne
  Orwell's "Shoo

Unit: "Persuasion"
Lessons on deducti
  proofs, kinds o
  and emotional a
  as an effective
Models: Henry's "
  Cumming's A Mis
  "Inaugural Addr
  Autobiography,
  Hoax & Other Bl

Unit: "Research Paper"
Theme: "The Americ
  Today"
Research guide on
  Nature of
  Plagiarism
  Presupposi
  Fact-findi
  Reliability
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er (Grades 7-12)

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Composition

Unit: "Opinion in Writing & Speaking"
Lessons on arriving at an opinion, separating opinion from fact and assertion, writing honestly
Models: Shapely's "Man's Fourth Adjustment," Dille's review of We Seven by Carpenter et al., Lewis's "The Law of Right & Wrong," Casey's "The Mass Mind," Stevenson's "Faith, Knowledge, & Piece"

Unit: "The Audience"
Knowledge and interests of specific audiences
Models: Morris's The First Book of the Constitution, Kelly & Harbison's The American Constitution: Its Origins & Development, Golding's "Advice to a Nervous Visitor," Orwell's "Shooting an Elephant"

Unit: "Persuasion"
Lessons on deductive and inductive logical proofs, kinds of evidence, psychological and emotional appeals, personal proof as an effective persuasive instrument
Models: Henry's "Liberty or Death," Cumming's A Miscellany, Kennedy's "Inaugural Address," Steffins Autobiography, Mencken's The Bathtub Hoax & Other Blasts & Bravos

Unit: "Research Paper"
Theme: "The American High School Student Today"
Research guide on
- Nature of research
- Plagiarism
- Presuppositions of research
- Fact-finding
- Reliability of opinions
- Thesis development
- Form for footnotes & bibliographies

University of Oregon Curriculum Center (Grades 7-12)

Literature

Unit: "Something New, Something Old"
Housman, "Wenlock Edge"

Youth and Age

"The Seafarer" translated by Spaeth
Conrad, *Youth*
Thomas, "Fern Hill"

The Nativity, Christian Tradition

"The Second Shepherd's Play" from the Wakefield Cycle
Eliot, "The Journey of the Magi"
Yeats, "The Second Coming"

Conflict of Generations

King James version, "David & Absalom"
Miller, "All My Sons"
Hemingway, "Soldier's Home"
Ch'ien "Putting the Blame on His Sons"

The Individual in Conflict with Society

Sophocles, *Antigone*
Koestler, *Darkness at Noon*

Unit: "Difficult Literature: A Reader's View"
Thurber, "You Could Look It Up"

Historical Distance

Annonymous, "Sumer Is Icumin In"
"I Corinthians 13"
Shakespeare, "The Seven Ages of Man"

Cultural Distance

Annonymous, "I Sing of a Maiden"
Pound, "Ballad of the Goodly Fere"

Personal Connotations

Barker, "Sonnet to My Mother"

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Grade 12

Language

Unit: "A Mature Attitude Toward Usage"
Lessons on usage in the high school English class, variations within Standard American English bases for judgments, a mature attitude toward usage. Lesson points up differences among American and British English, among American dialects, among usages on varying social levels and defines "good English"

Unit: "Old English to Early Modern" (May be used in Grade 11)
Spelling, sounds, grammar, and vocabulary of Old and Middle English
Comparative philology

University of Oregon Curriculum Center (Grades 7-12)

Originality of the Author
Hopkins, "Pied Beauty"
Williams, "The Yachts"
Jeffers, "The Bloody Sire"
Rodgers, "Neither Here nor There"
Cummings, "What if a Much of a Which of
a Wind"

A Complex World
Williams, "The Use of Force"
Faulkner, "Barn Burning"
Albee, "The Sandbox"

Unit: "Hamlet"

Unit: "The Use & Overuse of Literary Convention"
Lyric Poetry
Guest, "Along the Paths of Glory,"
"A Plea"
Jeffers, "The Bloody Sire"
Owen, "Anthem for Doomed Youth"
Milton, "On His Blindness"
Keats, "On First Looking Into Chapman's Homer"
Riley, "Longfellow, 1807-1907"
Arnold, "Shakespeare"

Short Stories
Annonymous, "Jim Bent, Deserter"
Steinbeck, "Flight"

Narrative Poetry
Keats, "The Eve of St. Agnes"

Drama
Williams, The Glass Menagerie

Unit: "The Place of Values in Literature"
Assumption of Values in a Literary Work
Blake, "The Lamb"
Clough, "Say Not the Struggle"
Hood, "The Song of the Stint"
Tennyson "Crossing the Bar"

Composition

Unit: "The Personal Vo
Lessons on personal s
records, appropria

Unit: "The Rhetoric o
Lessons on the imagin

Models: Hawthorne's
Bryant's "Thanato
Dickinson's "Afte
Feeling Comes,"
Poker Flat," Bible
Unmerciful Servan

Unit: "The World of th
Lessons on searching
meaningful topic,
developing an app
outlining, joinin

Unit: "The Elements of
Lessons on style as c
words, fresh word
parallelism, bala
Models: Churchill's
Dickens' David Co
Catcher in the Ry
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Composition

Unit: "The Personal Voice"
Lessons on personal styles, personal records, appropriate style

Unit: "The Rhetoric of Literature"
Lessons on the imagined world

Models: Hawthorne's "Rappaccini's Daughter," Bryant's "Thanatopsis," Dickinson's "After Great Pain a Formal Feeling Comes," Harte's "The Outcasts of Poker Flat," Bible, "The Parable of the Unmerciful Servant"

Unit: "The World of the Writer"
Lessons on searching for a workable and meaningful topic, finding sources, developing an appropriate form through outlining, joining purpose to style

Unit: "The Elements of Style"
Lessons on style as character, metaphorical words, fresh words, sentence length, parallelism, balanced sentences, tone
Models: Churchill's "My Early Life," Dickens' David Copperfield, Salinger's Catcher in the Rye, Bellow's The Adventures of Augie March

Tolstoy, "Three Arshins of Land"
Vaughn, "The World"
Wordsworth, "The World Is Too Much With Us"

Conflict of Values

Arnold, "Dover Beach"
Conrad, "An Outpost of Progress"
Frost, "The Road Not Taken"
Hardy, "The Darkling Thrush"
Jeffers, "The Bloody Sire"
Melivlle, Billy Budd
Owen, "Duece et Decoren Est"
Pritchett, "The Saint"
Tennyson, "O Yet We Trust"

um Center (Grades 7-12) Grade 12 (3)

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University of Oregon Curriculum Center (Grades 7-12)

Appraisals

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 19

"One has the feeling that kernel sentence patterns are about to take speech in being taught from pre-school through the senior year in high sch re-emerged as the backbone of the composition program. The old terms of i become substance, structure, and style."

enter (Grades 7-12)

niversity of Iowa, in *English Journal*, October, 1967:

that kernel sentence patterns are about to take the place of the eight parts of
om pre-school through the senior year in high school ... classical rhetoric has
ne of the composition program. The old terms of *inventio*, *disposito*, and *elocutio* ...
re, and *style*."

Project English at Purdue University

An integrated curriculum in literature, language and composition

"Opus-centered" units in a developmental sequence (in order of difficulty fr
in reading, writing, speaking, listening, and reasoning

Units

Aesop's Fables
Frank, Diary of a Young Girl
Vidal, Visit to a Small Planet
Hersey, Hiroshima
Rawlings, The Yearling
Stevenson, Treasure Island
The Book of Esther
Longfellow, Evangeline
Shakespeare, A Midsummer Night's Dream
Homer, The Odyssey

Each unit provides activities that develop objectives in three categori

Literature and Reading

- To increase eye-span, reduce regressions, develop skill in skimming
- To apprehend the chief facts about setting, characters, and story-line
- To read beneath the manifest story-line
- To recognize and discuss character foils
- To recognize genre and mode elements
- To recognize the worlds of human beings, super-humans, authorities
- To appreciate humor
- To recognize the epic conventions
- To recognize and appreciate the discipline of the poet
- To understand dialogue as the chief resource and limitation of the playwright
- To recognize and appreciate imagery, metaphor, symbolism, fable, allegory, irony

Language

- To recognize archaic langua
  dialects
- To recognize kernel sentenc
  pattern subject-verb
- To recognize that meaning i
  signalled by word-order
- To recognize such basic pat
  as S-V, S-V-O, S-V-iO-O,
  S-LV-Cn, S-LV-C adj.
- To recognize and compose su
  transformations as the ne
  tive, the interrrogative,
  passive, the emphatic
- To recognize poetic inversions
- To recognize determiners an
  how they signal nouns
- To recognize and understand
  how adjectives and adverb
  enrich or fail to enrich
  S-V and S-V-O sentence pa

University Grade 7

n literature, language and composition

developmental sequence (in order of difficulty from low to high) providing activities
eaking, listening, and reasoning

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tivities that develop objectives in three categories, samples of which are listed below:

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nd story-line
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ds of human beings,
rities

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eciate the dis-
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eciate imagery,
, fable, allegory,

Language

- To recognize archaic language, dialects
- To recognize kernel sentence-pattern subject-verb
- To recognize that meaning is signalled by word-order
- To recognize such basic patterns as S-V, S-V-O, S-V-iO-O, S-LV-Cn, S-LV-C adj.
- To recognize and compose such transformations as the negative, the interrrogative, the passive, the emphatic
- To recognize poetic inversions
- To recognize determiners and how they signal nouns
- To recognize and understand how adjectives and adverbs enrich or fail to enrich S-V and S-V-O sentence patterns

Oral and Written Composition

- To report orally on encyclopedia-researched historical backgrounds
- To interpret orally dialogue in literary works
- To present a one-point speech
- To listen to a tape or recording as a model for oral interpretation
- To participate in panel discussions
- To write a mock trial
- To write dialogue for a radio play
- To contribute to a newsletter
- To keep a diary or journal
- To compose fables, haikus
- To distinguish statements of fact from statements of opinion
- To compose thesis statements
- To develop two-phase outlines
- To write expository-interpretive compositions

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

Unit: "Courage" (For Honor Students)
Short Stories
Donis, "Fear"
Gale, "Bill"
Gill, "Truth & Consequences"
Maloney, "A Toast to Captain Jerk"
Morrow, "Child Pioneer"
Ross, "Cemetery Path"
Stephenson, "Leningen Versus the Ants"
Drama
Hall & Middlemass, "The Valiant"
Novels
Boulle, The Bridge Over the River Kwai
Gunther, Death Be Not Proud
Tolstoy, The Raid
Poetry
Betjeman, "Inevitable"
Frazee-Bower, "Courage"
Hardy, "The Man He Killed"
Kipling, "Gunga Din," "If"
Yeats, "An Irish Airman Forsees His Death"
Essays
Brown, "The Fifty-first Dragon"
Gordon, "The Neglected Art of Being Different"
Hemingway, "Chapter 6," Death in the Afternoon
Kennedy, Profiles in Courage
Plato, The Apology
Pollock, "One Thing Not to Fear"
(Teacher outline of Aristotle's Ethics)

Unit: "Allegory and Symbolism" (For Honor Students)
Short Stories
Dahl, "The Wish"
Poe, "Masque of the Red Death"

LANGUAGE

Unit: "Syntax"
Referent & symbol
Levels of abstraction
Denotation & connotation
Reports, false reports, & jud
ments
Written advertisements

Unit: "Definition and Etymology"
Definition by analysis
Definition by a synonym
Definition by demonstration
Definition by context
Etymology

Unit: "Form Classes" (May be used i
grades 8 and 9)
Taxonomic classification
Classification according to p
ition in sentence and inflec
ending
Verbs
Nouns & pronouns
Phrase markers (prepositions)
Conjunctions and clause marke
Sentence patterns (Roberts, E
Sentences
Adjectives and adverbs
Derivational suffixes

JECT ENGLISH (Grades 7-9)

Grade 7

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LANGUAGE

Unit: "Syntax"
- Referent & symbol
- Levels of abstraction
- Denotation & connotation
- Reports, false reports, & judgments
- Written advertisements

Unit: "Definition and Etymology"
- Definition by analysis
- Definition by a synonym
- Definition by demonstration
- Definition by context
- Etymology

Unit: "Form Classes" (May be used in grades 8 and 9)
- Taxonomic classification
- Classification according to position in sentence and inflectional ending
- Verbs
- Nouns & pronouns
- Phrase markers (prepositions)
- Conjunctions and clause markers
- Sentence patterns (Roberts, English Sentences
- Adjectives and adverbs
- Derivational suffixes

COMPOSITION

Use of literature to stimulate the development of ideas for student compositions, to identify concepts which can be applied in new situations, to learn about particular methods of skilled writers in works that can be used as models in particular writing problems

Writing as a creative process

Composition as the purposeful organizing of materials in order to satisfy the needs and desires of the composer

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Fables
Aesop, Aesop's Fables
Poetry
Bishop, "The Fish"
Crane, "Blades of Grass," "The Heart," "A Learned Man," "The Wayfarer"
Eliot, "The Love Song of J. Alfred Prufrock"(Lines 15-22)
Frost, "Fire and Ice," "Nothing Gold Can Stay"
Sandburg, "Grass"

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EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

Unit: "Characterization"
Poetry
  Brynner, "A Farmer Remembers Lincoln"
  Whitman, "Oh Captain, My Captain"
Short Stories
  Brown, "Balder and the Mistletoe"
  Coolidge, "Theseus"
  Daly, "Sixteen"
  Doyle, "The Adventure of the Blue Carbuncle"
  Duvernois, "Clothes Make the Man"
  Eaton, "A Lad of India"
  Forbes, "Mama and The Graduation Present"
  Hale, "Man Without a Country"
  Holbrook, "America's Ethan Allen"
  Holmes, "The Last Leaf"
  Irving, "The Legend of the Moor's Legacy"
  Partridge, "Boys Will Be Boys"
  Shapiro, "Strong But Quirky"
  Shippen, "Joe Magarac"
  Stevenson, "The Bottle Imp"
  Stinetorf, "Camel Boy"
  West, "A Gentlemen Repays a Loan"
  Wilmot-Buxton, "Rustem and Sohrab"
Short Prose Selections
  Dickens, passages from David Copperfield
  Hahn, "Francie at Boarding School"
  Lincoln, "A Letter to Mrs. Bixby"
  Sandburg, "Abe Lincoln Grows Up"
Films
  "Developing Your Character" (Coronet)
  "The Man Without a Country" (Young America)

Unit: "Coming of Age"
Short Stories
  Forbes, "Mama and the Graduation Present"

LANGUAGE

Unit: "Semantics"
  Euphemism
  Propaganda
  Name calling and glittering generality
  Transfer as a propaganda device
  Testimonial
  Plain folks and bandwagon
  Techniques of propaganda
  Persuasive techniques

Unit: "Dialects" (May be used in grade 7)
  Kinds of differences in languag
  Pronunciation
  Dialect geography
  Slang
  Technical language
  Pygmalion
  Class publication

ROJECT ENGLISH (Grades 7-9)

Grade 8

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LANGUAGE

Unit: "Semantics"
- Euphemism
- Propaganda
- Name calling and glittering generality
- Transfer as a propaganda device
- Testimonial
- Plain folks and bandwagon
- Techniques of propaganda
- Persuasive techniques

Unit: "Dialects" (May be used in grade 7)
- Kinds of differences in language
- Pronunciation
- Dialect geography
- Slang
- Technical language
- Pygmalion
- Class publication

COMPOSITION

- Use of literature to stimulate the development of ideas for student compositions, to identify concepts that can be applied by the students, to use literary models to solve particular writing problems
- Writing as a creative process
- Composition as the purposeful organizing of materials in order to satisfy the needs and desires of the composer
- Persuasive techniques in writing

Headley, "Brace Yourself"
Hutchinson, "A Girl Likes to Be Liked"
Kotkov, "Joey's Ball"
Lardner, "I Can't Breathe"
Medary, "Printer's Pie"
Shaw, "Strawberry Ice Cream Soda"
Steffens, "I Get a Colt to Break In"
Street, "Weep No More, My Lady"
Thomson, "A Fight He Could Not Win"

Drama
Eastman, "Bread"
Lawrence and Lee, "Inside a Kid's Head"
McCullers, The Member of the Wedding

Novel
Forbes, Johnny Tremain

Unit: "Allegory and Symbolism" (For Honor Students)

Short Stories
de Maupassant, "Love, Three Pages from a Hunter's Diary"
Poe, "The Masque of the Red Death"
Pyle, "King Arthur and Sir Gawain"

Essays
"Sunyavada Doctrine of Relativity"
Locke, "An Essay Concerning Human Understanding"
Plato, "The Allegory of the Cave"
Ward, "Twelfth Night: an Allegorical Interpretation"

Drama
Schute, "Tales from Shakespeare"
Shakespeare, Twelfth Night

Novel
Hemingway, The Old Man and the Sea

Poetry
Frost, "Birches," "Mending Wall," "Sand Dunes," "Spring Pools," "Stopping by Woods on a Snowy Evening," "The Road Not Taken," "Tree at My Window"

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

Unit: "The Outcast"
- Short Stories
  - Crane, "The Blue Hotel"
  - Gail, "The Charivari"
  - Gorky, "Her Lover"
  - Harte, "The Outcasts of Poker Flat"
  - Matheson, "Born of Man and Woman"
  - Parker, "Clothe the Naked"
  - Peretz, "The Outcast," "The Seventh Candle"
- Poetry
  - Field, "Tulips and Addresses"
  - Hughes, "Brass Spittoons"
  - Robinson, "Mr. Flood's Party"
  - Rosenberg, "The Jew"
  - Sassoon, "Does It Matter?"
  - Thomas, "The Hunchback in the Park"
- Novels
  - Gallico, The Snow Goose
  - Lee, To Kill a Mockingbird

Unit: "Man and Culture"
- Short Stories
  - Akutagawa, "Rashomon"
  - Burkhart, "Mama"
  - Glick, "Number One Bad Boy"
  - Linn, "The Intrigue of Mr. S. Yamanto"
  - Lawnsbery, "Baboushka"
  - Martin, "Ellie's Furnishing"
  - Stinetorf, "Camel Boy"
- Novels
  - Buck, The Good Earth
  - Landon, Anna and the King of Siam
  - Richter, The Light in the Forest

Unit: "Protest"
- Magazine Articles

LANGUAGE

Unit: "Change in the English Language"
- Why language changes
- Accidental change
- Intentional innovations
- Indo-European language family
- Historic changes
- Germanic language family
- Loan words
- Semantic changes

Unit: "Semantics"
- Generalizations, assumptions, inductive proof
- Deductive syllogisms
- Logical fallacies
- Propaganda techniques
- Evidence
- Argumentation

Unit: "Syntax"
- Transformations of basic sentence patterns
- Parallel structures
- Moveable patterns (adverbs, adverbial clauses)
- Noun clusters
- Adjective clauses
- Noun clauses
- Verbals

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LANGUAGE

Unit: "Change in the English Language"
Why language changes
Accidental change
Intentional innovations
Indo-European language family
Historic changes
Germanic language family
Loan words
Semantic changes

Unit: "Semantics"
Generalizations, assumptions, inductive proof
Deductive syllogisms
Logical fallacies
Propaganda techniques
Evidence
Argumentation

Unit: "Syntax"
Transformations of basic sentence patterns
Parallel structures
Moveable patterns (adverbs, adverbial clauses)
Noun clusters
Adjective clauses
Noun clauses
Verbals

COMPOSITION

The development of student compositions through literature: stimulation of idea development, identification of useful concepts, utilization of literary models to improve one's own writing.
Writing as a creative process.
Composition as the purposeful organizing of materials in order to satisfy the needs and desires of the composer.

"Days of Violence in the South," Newsweek, May 29, 1961.
"Do you Swear?," The New Republic, April 13, 1959.
"In Anger, Sorrow, Fear, the Voices Rise Against the Micromicrocuries," Newsweek, Oct. 2, 1961.
"The Spell of That Old Quack Magic," Life, Jan. 12, 1962.
"What Has Happened to Law and Order in the United States?, " Look, July 3, 1962.
"Who Is Fighting the Loyality Oath," American Mercury, May, 1960.
Gang, "Perez, Pro and Con," Newsweek, October 2, 1961.
Kennedy, "Let's Get Rid of College Loyalty Oaths!" Coronet, April, 1960.

Essays
Hoppe, "Sad Story, Happy Ending," "A Happy Ending," "A Sense of Loss"
Wylie, "Science Has Spoiled My Supper"

Short Stories
Crane, "A Foreign Policy in Three Glimpses"
Galsworthy, "Quality"
Prentice, "Oklahoma Race Riot"
White, "The Parable of the Family Which Dwelt Apart"

Poetry
Crane, "War Is Kind"
Cummings, "Pity This Busy Monster, Manunkind"
Frost, "Departmental"
MacLeish, "Burying Ground by the Ties"
Markham, "The Man With the Hoe"
Oppenheim, "Bread and Roses," "Pittsburgh"
Wright, "Between the World and Me"

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New Republic,

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Quack Magic,"

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Con," Newsweek,

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Busy Monster,

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h the Hoe"
Roses,"

World and Me"

Drama
- Excerpts from Ibsen's *A Doll's House*

Novels
- Excerpts from Burdick and Wheeler's *Fail Safe* and Sinclair's *The Jungle*

Music
- Anonymous, "John Henry" (Columbia)
- Dylan, "Blowin' in the Wind" (Columbia)
- Guard, *et al.*, "The Merry Minuet" (Capitol)
- Guthrie, "The Dying Miner" (Folkway)
- Hall, "The Literacy Test Song" (Folkway)
- Ledbetter, "Bourgeous Blues" (Folkway)
- Reynolds, "The Rand Hymn" (Folkway)
- Seeger and Hays, "Where Have All the Flowers Gone?" (Columbia)

Unit: "Survival"

Short Stories
- Harte, "The Outcasts of Poker Flat"
- Kipling, "Baa, Baa Black Sheet"
- Stephenson, "Leiningen Versus the Ants"

Essays
- Baldwin, "The Sinking of the Ocean Queen"
- Drake, "Fifteen Seconds to Live"
- Summers, "Conquerors of the River"

Drama
- Eastman, "Bread"
- Galbraith, "The Brink of Silence"
- Hall and Middlemass, "The Valiant"
- Strong, "The Drums of Oude"
- Wilde, "The Finger of God"

Novels
- Boulle, *The Bridge Over the River Kwai*
- Hulme, *The Nun's Story*
- Nordoff and Hall, *Men Against the Sea*

Unit: "Symbolism" (For Honor Students)

Poetry
- Coleridge, *The Rime of the Ancient Mariner*
- Cummings, "anyone lived in a pretty how town"
- de la Mare, "The Listeners"
- Fitzgerald, *The Rubaiyat of Omar Khayam*

's *A Doll's House*

ck and Wheeler's
lair's *The Jungle*

nry" (Columbia)
the Wind" (Columbia)
Merry Minuet" (Capitol)
Miner" (Folkway)
Test Song" (Folkway)
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- Frost, "Stopping by Woods on a Snowy Evening"
- Lindsay, "Abraham Lincoln Walks At Night"
- Masefield, "A Consecration"
- Masters, "Abel Melveny"
- Noyes, "The Highwayman"
- Robinson, "Richard Cory"
- Sandburg, "Cool Tombs," "Grass"
- Stevens, "Thirteen Ways of Looking at a Blackbird"
- Tennyson, "Crossing the Bar," "Flower in the Crannied Wall," "The Charge of the Light Brigade"
- Whitman, "Oh, Captain, My Captain"
- Wilde, "The Ballad of Reading Gaol"
- Wylie, "Prophecy"

Drama

- Everyman

Novels

- Golding, Lord of the Flies
- Steinbeck, The Pearl

Essay

- Ciardi, "Robert Frost: The Way to the Poem" owy

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Literature

(Selections arranged in order of widening literary awareness)

Mother Goose

Wright, The Real Mother Goose
Tudor, Mother Goose
Rojankovsky, The Tall Mother Goose
Brooke, Ring O'Roses

Poetry

Stevenson, "The Swing," "My Shadow," "The Friendly Cow"
Brooke, "Johnny Crow's Garden"
Rosetti, "Who Has Seen the Wind?"
Field, "Doorbells"
Bacmeister, "Goloshes"
Barueh, "The Merry-Go-Round"
Aldis, "Hiding," "Little"
Leer, "The Owl & the Pussycat"
Milne, "Sneezles," "Politeness"
Roberts, "Firefly," "The Worm"
Foller, "The Three Little Kittens"
Fyleman, "The Birthday Child"
Chute, "Drinking Fountain"
Moore, "The Night Before Christmas"
Stevenson, "Time to Rise"
Rossetti, "What Is Pink?"
Field, "The Animal Store," "Roads," "The Duel"
Milne, "Puppy and I," "Missing"
Fyleman, "Mice"
Stevenson, "The Wind"
Rosetti, "Boat Sail on the Rivers"
Field, "Taxis"
De la Mare, "Someone"
Aldis, "Snow"
Teasdale, "April"

Language

Development of a classroom dialect
Vocabulary building
Semantics (symbol is not the refere
Experimenting with sentence structu (linguistic blocks), building sentence patterns and changing word order

of the Department of Public Instruction of Wisconsin

Grades K-3

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Language

Development of a classroom dialect
Vocabulary building
Semantics (symbol is not the referent)
Experimenting with sentence structure (linguistic blocks), building sentence patterns and changing word order

Composition

Imaginative writing
Letter writing beginning in third grade: friendly letters, notes of appreciation, thank you notes for personal gifts
Language structure: sentence sense and simple paragraphs
Capitalization and punctuation: capitals for sentence beginnings, proper names; and punctuation and apostrophes for omitted letters
Spelling

Kilmer, "Easter"
Field, "Why Do Bells of Christmas Ring?"
Menotti, Amahl and the Night Visitors
Milne, "Market Square," "If I Were a King"
Turner, "The Little Road"
Stevenson, "The Land of Story Books,"
  "Windy Nights"
Field, "The Visitor," "City Rain"
De la Mare, "Silver"
Wynne, "Indian Children"
Teasdale, "The Falling Star"
Farjeon, "The Night Will Never Stay"
Kilmer, "Trees"
Sandburg, "Primer Lesson"
E-Yeh-Shure, "Beauty"
Milne, "Spring Morning," "The King's
  Breakfast"
Blake, "The Lamb"
Sarett, "Four Little Foxes"
Bible, "Twenty-third Psalm"
Frost, "The Runaway"
Fyleman, "The Goblin"
(The majority of the above poems can be found in Thompson's Silver Pennies & Arbuthnot's Time for Poetry)

Picture Stories

Gag, Millions of Cats
Lenski, The Little Auto
Burton, Mike Milligan & His Steam Shovel
Tresselt, White Snow, Bright Snow
Potter, The Tale of Peter Rabbit
Eichenberg, Dancing in the Moon
McCloskey, Make Way for Ducklings
Gramatky, Little Foot
Flack, Ask Mr. Bear, Wait for William
Udry, A Tree Is Nice
Sendak, Where the Wild Things Are
Piper, Little Engine That Could
Ardizzone, Little Tim & the Brave Sea Captain
Petersham, The Box with the Red Wheels

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Wisconsin English Curriculum Center(Grades K-12)

Ward, The Biggest Bear
Berg, ed., Little Red Hen
Flack, The Story About Ping
Geisel, And to Think That I Saw It on Mulberry Street
Milne, Winnie-the-Pooh
Anglund, A Friend Is Someone Who Likes You
Burton, The Little House
Milne, The House at Pooh Corner
Lindman, Snipp, Snapp, Snurr & the Red Shoes
Leaf, The Story of Ferdinand
Lattimore, Little Pear
Buff, Dash and Dart
McCloskey, Blueberries for Sal
Bemelmans, Madeline
Clark, The Poppy Seed Cakes
Yashima, Crow Boy
Lanson, Rabbit Hill
De Angeli, Yoki Wondernose
Henry, Justin Morgan Had a Horse
Williams, VelveteenRabbit
Dalgliesh, The Bears on Hemlock Mountain
Politi, Song of the Swallows, Little Leo
Clark, In My Mother's House
Buff, Dancing Cloud
Bishop, Five Chinese Brothers
Saint-Exupery, The Little Prince
Reyher, My Mother Is the Most Beautiful Woman
In the World
Wilder, Little House in the Big Woods
McCloskey, Homer Price
Thurber, Many Moons
White, Charlotte's Web
Carroll, Alice's Adventures in Wonderland

Folk Tales

Brooks, The Story of the Three Bears, The Story
of the Three Little Pigs
Brown, Three Billy Goats Gruff
Hutchinson, The Little Red Hen & the Grain
of Wheat
Nestrick, ed., Gingerbread Boy

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Wisconsin English Curriculum Center(Grades K-12)

Benstead, Chicken Little
Grimm Bros., Sleeping Beauty, Shoemaker & the Elves
Aesop, The Hare and the Tortoise
Andersen, The Ugly Duckling
Brown, Cinderella
Harris, Uncle Remus: His Songs & Sayings
Chappell, Hansel & Gretel
Collodi, Pinocchio
Baum, The Wizard of Oz
Brown, ed., Dick Whittington & His Cat, Stone Soup
Saxe, The Blind Men & the Elephant
Andersen, The Emperor's New Clothes

Bible Stories

Petersham, illustrators, The Christ Child
Jones, ed., Small Rain
Barnhart, "Moses & the Bulrushes," "Joseph & His Brothers," "David & Goliath"
De Angeli, arranger & illustrator, The Old Testament

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Grades K-3(4)

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Wisconsin English Curriculum Center (Grades K-12)

Literature

(Arranged by themes or types in order of deepening awareness)

Understanding of Human Relationships

Cleary, Henry Huggins
Wilder, Little House in the Big Woods
Estes, The Middle Moffat
Dalgliesch, The Courage of Sarah Noble
Sperry, Call It Courage
Edmonds, The Matchbook Gun
Seredy, The Good Master

Soaring on the Imaginative Wings of Fantasy

White, Charlotte's Web
Norton, The Borrowers
O'Dell, Island of the Blue Dolphins
Grahame, Wind in the Willows

Literature That Springs From the People

Sellen, Adventures With the Gods
Buff, The Apple & the Arrow
Lang, trans., Ali Baba & The Forty Thieves, Sinbad the Sailor
Jacobs, ed., Dick Whittington & His Cat, The Fables of Aesop
Malcolmson, ed., Song of Robin Hood
Ruskin, King of the Golden River
Andersen, The Little Mermaid
Cowlander, The Cow-Tail Switch & Other West African Stories
Guillot, Grishka & the Bear
Hunt, Better Known as Johnny Appleseed
Forbes, America's Paul Revere
Benson, Stories of Gods & Heroes
Felton, New Folk Tales of Pecos Bill

Friends in Nature

Kipling, How Mowgli Entered the Wolf Pack

Language

Development of a classroom dialect

Developing an awareness of language (readying the pupil for formal study of language in grades 7 through 9): 2-part nature of English sentences & the agent-receiver pattern (transitive verb-direct object)

Prefixes and suffixes

Semantics (simple relations between words, thinking, & the world in which the child lives)

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Grades 4-6

Language

- Development of a classroom dialect
- Developing an awareness of language (readying the pupil for formal study of language in grades 7 through 9): 2-part nature of English sentences & the agent-receiver pattern (transitive verb-direct object)
- Prefixes and suffixes
- Semantics (simple relations between words, thinking, & the world in which the child lives)

Composition

- Development of sensory awareness of pupil's world
- Note taking, outlining, summarizing
- Writing experiences: personal experiences, editorials and news stories, reviews of books and radio and television programs, directions and simple explanations, business and social letters, announcements and advertisements, well-constructed answers to questions in all areas of study
- Areas of good composition: unity, continuity, form (organization), sentence structure (levels of subordination), diction, tone (individuality of style)
- Mechanics: commas setting off words of the speaker in direct quotations, "yes" & "no," series, direct address, bibliography; colon in salutations of letters; apostrophe to show possessive; hyphen to show syllabication
- Spelling
- Dictionary skills

Wisconsin English Curriculum Center (Grades K-12)

- Martignoni, ed., *The Illustrated Treasury of Children's Literature*
- George, *Vision, the Mink*
- Henry, *King of the Wind*
- North, *Rascal*

Man & the Infinite

- Fitch, *One God, the Way We Worship Him*
- Barnhart, *The Lord Is My Shepherd*

Understanding Cultures: Other Times & Other Places

- Holling, *Paddle to the Sea*
- Brink, *Caddie Woodlawn*
- Krumgold, *And Now Miguel*
- Clark, *Secret of the Andes*
- Spyri, *Heidi*
- Van Stockum, *The Cottage of Bantry Bay*

Understanding Through the Gift of Laughter

- Mac Gregor, *Miss Pickerell Goes to Mars*
- Stong, *Honk: the Moose*
- Butterworth, *The Enormous Egg*
- Lofting, *The Story of Dr. Dolittle*
- Felton, *New Tall Tales of Pecos Bill*
- Lawson, *Ben and Me*
- McCloskey, *Homer Price*

Understanding Ourselves Through the Lives of Others

- D'Aulaire, *Buffalo Bill*
- Holbrook, *America's Ethan Allen*
- Peare, *Mary McLeod Bethune*

Poems "To Help Young Spirits Soar"

- Hunt, "Abou Ben Adhem"
- Millay, "Afternoon on a Hill"
- Daley, "Casey at Bat"
- Wilson, "Casey's Revenge"
- Silverstein, "The Clam"

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Grades 4-6(2)

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Wisconsin English Curriculum Center (Grades K-12)

Bennett, "The Flag Goes By"
Sandburg, "Fog"
Behn, "Halloween"
Fyleman, "Have You Seen the Fairies?"
Dickinson, "I Never Saw a Moon"
Lindsay, "Johnny Appleseed"
Turner, "Lincoln"
Riley, "Little Orphan Annie"
Scott, "My Native Land"
Rasmussen, "Our Astronauts"
Longfellow, "Paul Revere's Ride"
Browning, "Pied Piper of Hamlin"
Masefield, "Sea Fever"
Field, "Something Told the Wild Geese"
Frost, "Stopping by Woods"
Stevenson, "Where Go the Boats?"

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Wisconsin English Curriculum Center (Grades K-12)

Literature

Novels

Alcott, Little Women
Clemens, The Adventures of Tom Sawyer
Dickens, Great Expectations or
David Copperfield
Forbes, Johnny Tremain
Gipson, Old Yeller
Kipling, Captains Courageous
Knight, Lassie Come - Home
London, Call of the Wild
Rawlings, The Yearling
Richter, Light in the Forest
Schaefer, Shane
Stevenson, Treasure Island
Street, Good-by My Lady
Verne, Twenty-Thousand Leagues Under the Sea
Wyss, The Swiss Family Robinson

Adventure Stories

Heyerdahl, Kon-Tiki

Short Stories

Clemens, "Celebrated Jumping Frog of Calaveras County"
Dickens, "A Christmas Carol"
Doyle, Best Known Stories of Arthur Conan Doyle
Great Stories from the Bible
Holt, "The Man Without a Country"
Irving, "Legend of Sleepy Hollow," "Rip Van Winkle"
Kipling, "Rikki-Tikki=Tavi"
Lamb, Tales From Shakespeare
de Maupassant, "The Necklace"
Poe, "The Gold Bug"
Porter, "The Ramsom of Red Chief"
Ruskin, "King of the Golden River"
Stockton, "The Lady, or the Tiger?"

Language

Sentence patterns (kernel sent

1. NP + Vi
2. NP + Vt + NP
3. NP + Vb + NP or Adj.
4. NP + Vs + Adj.
5. NP + be + Adj.
6. NP + be + NP
7. NP + be + Adv.-p.

Transformations

Single base (questions, nega imperatives, sentences be with expletive there, the object, passives)

Double base (embedding one s within another, deletions reductions, coordination)

Classification of words (for and function groups)

Grammar as it relates to lit

Usage (standard and nonstand

Semantics (verbal context, e context, physical context)

Origin of language

(Grades K-12)

Grades 7-9

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Language

Sentence patterns (kernel sentences)

1. NP + Vi
2. NP + Vt + NP
3. NP + Vb + NP or Adj.
4. NP + Vs + Adj.
5. NP + be + Adj.
6. NP + be + NP
7. NP + be + Adv.-p.

Transformations

Single base (questions, negatives, imperatives, sentences beginning with expletive there, the indirect object, passives)

Double base (embedding one sentence within another, deletions, possessives, reductions, coordination)

Classification of words (form classes and function groups)

Grammar as it relates to literature

Usage (standard and nonstandard)

Semantics (verbal context, experiential context, physical context)

Origin of language

Composition

Imaginative writing dealing with mysterious, bizarre, or fantastic subjects; use of observation

Development of figurative language

Haiku, tanka, cinquain, rhymed couplets, tercet, quatrain as poetic forms

Drama as a form of composition

Informative writing: business and personal letters, notices, inquiries, minutes, requests, records

Mechanics: semicolon, colon, quotation marks, hyphen, commas - all uses; capitalization; manuscript form

Wisconsin English Curriculum Center (Grades K-12)

Biography

Frank, The Diary of a Young Girl
Meadowcraft, Boy's Life of Edison
Moody, Little Britches
Nicolay, Abraham Lincoln

Essays

Franklin, "The Whistle"
Hawthorne, "The Great Stone Face,"
"Pine Tree Shillings"
Keller, "Three Days to See"
Leacock, "My Financial Career"
Lincoln, "Gettysburg Address"
Teale, "Wings"
White, "Mary White"

Mythology - Folklore - Legend

Andersen, The Nightingale
Arabian Nights
Colum, Adventures of Odysseus,
Tale of Troy
Hamilton, Mythology
Lanier, Boys King Arthur
Pyle, Merry Adventures of Robin Hood

Poetry

Benet, "The Mountain Whippoorwill,"
"Nancy Hanks," "Thomas Jefferson"
Browning, "The Pied Piper of Hamelin"
Frost, "The Pasture," "The Runaway"
Longfellow, "Paul Revere's Ride,"
"Hiawatha"
Lowell, "The Vision of Sir Launfal"
Masefield, "Sea Fever"
Noyes, "The Highwayman"
Sandburg, "The Makers of Speed"
Sarett, "Four Little Foxes"
Tennyson, "Bugle Song"
Short lyrics from contemporary poets

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Wisconsin English Curriculum Center (Grades K-12)

Literature

Novels

Twain, Huck Finn
A Dickens novel
Hardy, The Mayor of Casterbridge, Return of the Native
Austen, Pride & Prejudice
Eliot, Silas Marner, Adam Bede
Hawthorne, The Scarlet Letter, The House of Seven Gables
Rolvaag, Giants in the Earth
or
Cather, My Antonia
Crane, The Red Badge of Courage
Choice of: Hemingway, The Old Man & the Sea
Wilder, The Bridge of San Luis Rey
Steinbeck, The Pearl
Wharton, Ethan Frome
Choice of: Remarque, All Quiet on the Western Front
Paton, Cry, the Beloved Country
Dostoevski, Crime & Punishment

One contemporary novel

Short Stories

Irving, Hawthorne, Poe, Hemingway, Benet, Chekhov, Faulkner, Lardner, London, Saki, Saroyan, Steinbeck, R.L. Stevenson, Maugham, Conrad, de Maupassant

Biography

Bowen, Yankee from Olympus
Boswell, Life of Johnson (selections)
Sandburg, Abraham Lincoln (one volume)
Franklin, Autobiography (selections)
Twain, Autobiography of Mark Twain

Selected Speeches and Documents from American Letters

Language

Structural expansion as composition
Sentences developed by c by subordination
Mixed sentences, contain cordination and subordi

Vocabulary building (14 to the meanings of 14,0

Synonyms

Semantics (language as a symbols, communication like referents for both listener, meaning influ intention and attitude and listener)

Nature of abstraction, p

Usage (levels)

Dialects

Historical development o language

Paragraph structure and (coordinate and subordi sequence paragraphs)

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(selections)
Mark Twain

ments from American Letters

Language

Structural expansion as related to composition

Sentences developed by coordination, by subordination

Mixed sentences, containing cordination and subordination

Vocabulary building (14 words as keys to the meanings of 14,000 words)

Synonyms

Semantics (language as a set of symbols, communication demanding like referents for both speaker and listener, meaning influenced by the intention and attitude of the speaker and listener)

Nature of abstraction, propaganda

Usage (levels)

Dialects

Historical development of the English language

Paragraph structure and expansion (coordinate and subordinate and mixed sequence paragraphs)

Composition

Narrative: student experiences, autobiographical sketch, friendly letters, verse writing, one-act play

Description: integration with narrative and argumentative writing

Argumentation: report writing, reviews, precis, letters of application, models, letters of complaint, essays, literary analysis

Journalism

Wisconsin English Curriculum Center (Grades K-12)

Essays

Bacon, Emerson, E.B. White, Thurber, Addison & Steele, Thoreau, Leacock, Benchley

Drama

Sophocles, *Antigone*
Shakespeare, *Julius Caesar*, *Macbeth*, *Hamlet*
Shaw, *Pygmalion* or *Arms and the Man* or *Saint Joan*
Wilder, *Our Town*
A quality modern play

American Poetry

Benet, Bryant, Dickinson, Markham, Masters, Millay, Emerson, Frost, Holmes, Lanier, Lindsay, Poe, Robinson, Sandburg, Whitman

English Poetry

Arnold, Auden, Blake, Brooke, Browning, Burns, Byron, Chaucer, Coleridge, de la Mare, Donne Gray, Hardy, Housman, Keats, Lovelace, Milton, Owen, Shakespeare, Shelley, Tennyson

Modern Poetry

e, Thurber, Addison &
, Benchley

r, Macbeth, Hamlet
nd the Man or

Markham, Masters,
Holmes,Lanier, Lindsay,
Whitman

oke, Browning, Burns,
, de la Mare, Donne
ts, Lovelace, Milton,
y, Tennyson

University of Wisconsin English Curriculum Center (Grades K-12)

Appraisal

Dr. G. Robert Carlsen, University of Iowa, in *English Journal*, October,

"Classical rhetoric has re-emerged as the backbone of the compositi *disposito*, and *elocutio* ... become 'attention to choice of appropriate s writing.'"

lum Center (Grades K-12)

ity of Iowa, in English Journal, October, 1967:

e-emerged as the backbone of the composition program. The old terms of inventio,
come 'attention to choice of appropriate subjects' and 'interesting forms of

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

A broad study of language in grades seven through twelve. The nature of language exam concepts: (1) language is learned behavior developed from a biogenetic potential in a community produces language, which continually changes & varies to meet the community' (3) language is a system of conventional oral symbols. Units include teaching procedu worksheets, sample lectures as needed.

Unit: "Introduction to the Study of Language"
How we learn a language
Visual codes: hand signals, semaphore codes, traffic lights, e.g.
Audible codes: Morse, sirens, e.g.
Secret language
Language codes: symbols for sounds, alphabet
Possible origins of language
Personal and social importance of language
Materials: Excerpt from Through the Looking Glass by L. Carroll and excerpts f
Helen Keller

Unit: "Changes in the Meaning of Words"
Mapmaking
Abstraction ladders and Venn diagrams
Specialization and generalization
Comparison of words from Samuel Johnson's Dictionary with present-day usage
Materials: Connell, "The Most Dangerous Game"; Hayakawa, Language in Thought a
People in Quandries; Postman, The Language of Discovery; Swift, "A Voyage
Travels

Unit: "The People Who Study Language"
Language as central to human activity: scope of communications (e.g., anthropo
Hypothetical letters used to illustrate solutions to communication problems
Materials: James Marshall's Walkabout & Bowen's Return to Laughter

ENGLISH CENTER (Grades 7-12) GRADE 7

ades seven through twelve. The nature of language examined in terms of three general
ned behavior developed from a biogenetic potential in a cultural context; (2) the
ich continually changes & varies to meet the community's changing & differing needs;
ventional oral symbols. Units include teaching procedures, discussion questions,
needed.

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Through the Looking Glass by L. Carroll and excerpts from The Story of My Life by

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Venn diagrams
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Samuel Johnson's Dictionary with present-day usage
e Most Dangerous Game"; Hayakawa, Language in Thought and Action; Wendell,
; Postman, The Language of Discovery; Swift, "A Voyage to Laputo" in Gulliver's

nguage"
uman activity: scope of communications (e.g., anthropology, psychology, linquistics, rhetoric)
d to illustrate solutions to communication problems
ll's Walkabout & Bowen's Return to Laughter

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Introduction to Transformational Grammar"
Use of tree diagrams to stress part-to-whole and specific-to-general rela
Grammar as a base for symbolic logic
Distinction between structural and semantic and phonological
Simple phrase-structure operations
Introduction to such terms as deep structure, base phrase marker, surface
deep grammar, binary expansion

Unit: "Syntactic Relationship, Introductory Materials"
Some concepts developed: classification an activity in abstraction, peopl
pertinent to them and therefore there are as many classifications as
fying language elements humanly significant, parts of speech classes
noting certain operational characteristics.
Phrase structure rules

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o-whole and specific-to-general relationships

mantic and phonological

ructure, base phrase marker, surface structure, descriptive grammarian,

Materials''
on an activity in abstraction, people categorize according to specifications
there are as many classifications as there are people, activity of classi-
significant, parts of speech classes of words sorted out by consistently
cteristics.

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Our System of Spelling"
Reasons for irregularities of English spelling: basis in late Middle Englis
effect of the invention of printing, changes in pronunciation, borrowi
46 phonemes, 26 graphemes
Regular, semi-regular, irregular spellings
Spelling reform impractical

Unit: "Language Varies with Approach"
Similarities & differences between spoken & written language
Inherent & conventional characteristics of speech
Inherent & conventional characteristics of written language
Formal & informal language
Standard & non-standard language
Situations to illustrate use of varying degrees of speech formality
Materials: Faulkner, The Sound and the Fury; Malmstrom, Language in Societ

Unit: "Structures of Time, Mode, Manner, & Causality"
Existence of an infinite number of English sentences
Many changes in sentence form possible from a few basic transformations
Importance of auxiliary verb in tenses and moods
Verb phrase usually modified by an adverb of manner
Invert & matrix sentences
Insights into computer programming

Unit: "Structures of Specification, Place & Number"
General concepts, the extension of reference of nouns affected by determiner
the noun itself, transformational rules operating in subject-verb agree
formation of the passive, transformational rules sometimes differ from
rules governing number related primarily to the subject of the sentence
intonation pertain to the entire sentence, choice of an intonation patt
formational rules

glish spelling: basis in late Middle English spelling, Middle English dialects,
printing, changes in pronunciation, borrowings from other languages

spellings

en spoken & written language
ristics of speech
ristics of written language

arying degrees of speech formality
nd the Fury; Malmstrom, *Language in Society*; Warren, *All the King's Men*

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f English sentences
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enses and moods
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reference of nouns affected by determiner as well as by the semantic content of
ional rules operating in subject-verb agreement similar to those operating in
ansformational rules sometimes differ from dialect to dialect, phonological
ed primarily to the subject of the sentence, phonological rules governing
tire sentence, choice of an intonation pattern may force use of certain trans-

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Language Varies with Backgrounds & Interests"
Language a code - a system of human speech sounds
Variances in language
Adapting language behavior to meet a variety of commu
Critical - Thinking skills needed for rational respor
Language differences based on age, sex, educational b
Writers' use of language related to rural backgrounds

Unit: "Changes in the Meaning of Words"
Ways in which meanings change
Interpersonal relationships & social values influenci
Word and its referent
Referential & expressive meaning
Status & literary custom changes and their effect upo
Influence of Norman invasion on meaning
Occurrence of radiation of meaning
Euphemism, hyperbole, and folk etymology and their ef
Materials: Allen, Readings in Applied English Linguis
Meneker, The American Language; Laird, The Mirac

Unit: "Approaches to Grammar"
Survey of changes in the study of language
Greek concern for logic and rhetorical analysis (Aris
18th - century's concern for purification & preservat
Ward, Charles Coote, Thomas Sheridan)
19th - century historical and comparative studies (T.
(McGuffey's Readers)
Present interest in transformational grammar (Robert

Unit: "A Historical Study of the English Lexicon"
Use of old words in new senses
Coinage of new words from established root words
Relationship of lexical changes to historical develop

es with Backgrounds & Interests"
e - a system of human speech sounds
anguage
age behavior to meet a variety of communication situations
nking skills needed for rational responses to emotive language
rences based on age, sex, educational background, occupation, & avocation
f language related to rural backgrounds & interests of characters

e Meaning of Words"
meanings change
elationships & social values influencing change
eferent
xpressive meaning
ary custom changes and their effect upon meaning
orman invasion on meaning
radiation of meaning
erbole, and folk etymology and their effect upon meaning
len, Readings in Applied English Linguistics; Dean & Wilson, Essays on Language & Usage;
he American Language; Laird, The Miracle of Language

Grammar"
ues in the study of language
for logic and rhetorical analysis (Aristotle and Dionysius Thrax)
's concern for purification & preservation of language (Samuel Johnson, Robert Lowth, William
rles Coote, Thomas Sheridan)
historical and comparative studies (T.R. Lounsberry, Fitzedward Hall) & concern for "proper usage"
's Readers)
st in transformational grammar (Robert S. Wachal & Noam Chomsky)

Study of the English Lexicon"
ds in new senses
words from established root words
f lexical changes to historical developments (wars, scientific & technological advances, historical

movements, invasions, colonization)
Materials: Asimov, Words of Science; Bough, A History of the English
"Portrait of the Language as a Young Satellite" in Illinois Englis
Magazine, March 2, 1962; Weber, An Anthology of American Humor

ion)
ience; Bough, A History of the English Language; Carroll, "Jalberwocky";
as a Young Satellite" in Illinois English Bulletin, November, 1960; Time
Weber, An Anthology of American Humor

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "The Nature of Meaning in Language'
Complexity of linguistic meaning
Relationships among linguistic symbols, their referents, their interpre
Word-referent relationship; denotation & connotation
Dimensions of extra-linguistic meaning
Primacy of spoken language
Construction of a student communication model as a means of stressing t
Materials: Bradbury, "The Kilimanjaro Machine," selections from the wo
Hayakawa

Unit: "The Modes & Functions of Discourse"
Rhetorical uses of language
Modes of language: informing, inquiring, persuading, establishing socia
Student development of a model that proceeds from exposition to evocati
Materials: selections from Fogarty, Frye, John F. Kennedy, Grady, Crane
Franklin D. Roosevelt, Martin Luther King, Swift, Vanderbilt

Unit: "The Language of Exposition"
Comparison of the referential language of Thomas Huxley with the expres
The language of reports
Organization of expository writing; introduction; conclusion; unity, em
Modes of exposition: description, illustration, comparison & contrast,

Unit: "Learning Our Language"
Ways in which people learn language
Levels of language learning: physical bases of speech; psychological ba
morphological, and syntactic categories; cultural bases - the Whor
ships of language with culture, thought, personality, & reality
Materials: Brown, Words and Things, selections from works of Francis N

ng in Language''
stic meaning
linguistic symbols, their referents, their interpreters, & the social millieu
onship; denotation & connotation
linguistic meaning
nguage
dent communication model as a means of stressing the symbolization processes of language
"The Kilimanjaro Machine," selections from the works of Wendt, Vanel, Packard, Laird,

s of Discourse''
nguage
forming, inquiring, persuading, establishing social contact, evoking
f a model that proceeds from exposition to evocation
from Fogarty, Frye, John F. Kennedy, Grady, Crane, Adali Stevenson, Moss, Peter George,
evelt, Martin Luther King, Swift, Vanderbilt

sition''
erential language of Thomas Huxley with the expressive language of Poe
ts
itory writing; introduction; conclusion; unity, emphasis, coherence of the body
description, illustration, comparison & contrast, classification, causality, definition

e''
learn language
arning: physical bases of speech; psychological bases - the perception of phonological,
nd syntactic categories; cultural bases - the Whorf-Sapir hypothesis concerning relation-
e with culture, thought, personality, & reality
rds and Things, selections from works of Francis Nelson, Hayes, Hockett

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Language Varies by Place: American English"
Historical basis for dialect differences from the time of early colonists
Speech characteristics of major dialect areas: pronunciation, vocabulary,
Influences of other languages on American English
Methods of linguistic geographers
Dialect in the literature of Lowell, Harris, Harte, Hay
"Americanisma"

Unit: "The Language of Persuasion"
Recognizing, evaluating, & using persuasive discourse
The writer or speaker as persuasive agent, hero, or model
Discourse as a tool of persuasion: abstraction levels, logical & psycholo
The audience and persuasion

Unit: "The Nature & Evaluation of Argument"
Evaluating argument, constructing logical & reasonable discourse (Stephen
claim"
Ethical standards of free speech and inquiry
Nature of proof
  Lines of argument: causality, generalization, analogy
  Varieties: fact & opinion
  Tests for logical adequacy: clarity, internal & external consistency
Materials from Lippman, David Lloyd George, Mark Twain to be analyzed

Unit: "An Outline of Grammatical Elements"
Bound & free morphemes & ways of combining them in word formation
Inductive presentation of nouns, verbs, adjectives, adverbs in phrases &
Transformation of basic sentence patterns: questions, negatives, complex
objects, passive voice
Complex basic syntactic patterns of predication, complementation, modific

American English"
ect differences from the time of early colonists
major dialect areas: pronunciation, vocabulary, grammar, and meanings assigned to words
ages on American English
graphers
of Lowell, Harris, Harte, Hay

n"
using persuasive discourse
ersuasive agent, hero, or model
rsuasion: abstraction levels, logical & psychological methods of language manipulation
on

f Argument"
ructing logical & reasonable discourse (Stephen Toulmin"s model of "evidence-warrant-

speech and inquiry

ausality, generalization, analogy
nion
equacy: clarity, internal & external consistency, verifiability
avid Lloyd George, Mark Twain to be analyzed

Elements"
ays of combining them in word formation
nouns, verbs, adjectives, adverbs in phrases & sentences
entence patterns: questions, negatives, complex sentences, indirect objects, predicate
ce
atterns of predication, complementation, modification, & coordination

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: " A Historical Study of English Phonology, Morphology, & Syntax"
Language change in Old, Middle, & Modern English versions of "The Prodigal S
Vowel changes from time of Chaucer to present
Morphological differences in various versions of "The Lord's Prayer" & diffe
Effect of past & present cultural subgroups on morphology

Unit: "The Language of Evocation"
Language used to evoke an experience
Evocative language of literature
Evocation not related to language or literature: ritual
Writing classified as descriptive-referential, pure-referential, pragmatic r
Figurative language
T. S. Eliot's concept of the "objective correlative"
Evocative language in Golding's Lord of the Flies

Unit: "The Social & Psychological Implications of Language"
Definitions of language
Man's unique symbol-making ability
Language in social interactional, as a reflection of culture, as related to
Levels of usage
Stereotyping by language

Unit: "The Evaluation of Persuasive Discourse"
Standards involving Kenneth Burke's pentad: act, scene, agent, agency, purpo
Types of persuasive discourse: speech or article, discourse of a person, dis
Questions for evaluating persuasive discourse
Analysis of Douglas Mac Arthur's "Address to Congress"

Phonology, Morphology, & Syntax"
& Modern English versions of "The Prodigal Son"
cer to present
rious versions of "The Lord's Prayer" & different versions of *The Canterbury Tales*
al subgroups on morphology

ience
e
ge or literature: ritual
ve-referential, pure-referential, pragmatic referential

bjective correlative"
Lord of the Flies

plications of Language"

ity
i, as a reflection of culture, as related to reality, in the process of communication

iscourse"
ke's pentad: act, scene, agent, agency, purpose
speech or article, discourse of a person, discourse of a movement
sive discourse
s "Address to Congress"

UNIVERSITY OF MINNESOTA

Appraisals

Dr. Albert R. Kitzhaber in College Composition and Communicati

"Six-year curriculum in language - a rounded and humane v

Dr. G. Robert Carlsen, University of Iowa, in English Journal,

"Devoted exclusively to this concept (language as an inst studied as a part of general education of all young people) ha number of units."

tzhaber in College Composition and Communication, October, 1967:

urriculum in language - a rounded and humane view of language."

rlsen, University of Iowa, in English Journal, October, 1967:

clusively to this concept (language as an institution...a subject-matter content to be
t of general education of all young people) has developed the most detailed and the greatest
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